

# Simpson County District Leadership Assessment Report



12/04/2011 - 12/09/2011



# District Leadership Assessment Executive Summary

## Simpson County School District

12/4/2011 - 12/9/2011

James Flynn, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Simpson County School District during the period of 12/4/2011 - 12/9/2011. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### District Deficiencies and Next Steps in Supporting its Low-Performing Schools

1. Deficiency	The superintendent has not created or communicated a sense of urgency for improving student achievement at the high school.
Next Steps	The superintendent should communicate to all staff members and students the urgency of placing student achievement at the high school as the district's top priority and adopt a "No Excuses" policy for getting the job done. He should initiate discussions between and among district and school leadership to determine what steps are necessary for the two entities to work together in making this goal a reality. A focused plan should be developed with roles and responsibilities delineated. District non-negotiables should be defined and communicated to all personnel. This plan should be fully implemented and data should be collected, analyzed and evaluated at regular intervals to measure impact of activities on classroom practices and student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District leadership does not have the organizational structure in place to effectively support the high school in improving student performance.

Next Steps	District leadership should review the current organizational structure including allocation of district resources and support to the high school. An intentional focus should be directed toward how these resources can be effectively and consistently used to achieve federal, state and local goals for student achievement. A systematic process should be developed for monitoring and evaluating the impact of all district resources in attaining the improvement goals identified in the comprehensive district and high school improvement plans.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The superintendent does not hold all staff members accountable for the success or failure of students at Franklin-Simpson High School.
Next Steps	District leadership should provide opportunities for staff to make connections between instructional practices and student achievement and accept their role in student success and responsibility for student failure. The superintendent should use the district certified evaluation plan as the basis for holding all district and school leadership and school staff members accountable for continuous school improvement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	District leadership has not clearly defined roles and responsibilities of district staff for collecting, managing and analyzing achievement data.
Next Steps	District leadership should develop a data management system that ensures reliable data are analyzed and disaggregated. The results of the analysis should be provided to the board of education, school councils and appropriate personnel at all levels and should drive decision making. These data should be used to establish benchmarks and performance goals for school improvement and shared with district stakeholders.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership has not developed a systematic process for monitoring district initiatives or resources.

Next Steps	District leadership should develop a systematic process for monitoring the implementation and impact of district-initiated programs at the high school. District leadership should set specific goals and expectations and intentionally focus initiatives on research-based strategies. This process should include measures to determine the impact of resources and professional development provided by these initiatives on achieving academic, instructional and organizational goals and to inform decision making regarding the continuation, revision or elimination of these initiatives. District leadership should collaborate with school leadership and all teachers in deciding on programs or initiatives to use at the high school and the professional development necessary to strengthen instructional practices and improve student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	District leadership has not involved all stakeholders in meaningful ways to have an impact on student achievement.
Next Steps	District leadership should view families, community organizations and businesses as valuable resources and continually seek their assistance in implementing programs and services that reduce barriers to learning and increase student achievement. District and school leadership should partner to develop and implement procedures to involve representatives from all stakeholder groups (students, families, business, industry and community members, certified and classified staff) in the educational process (advocates, mentors, tutors, volunteers, committees, advisory groups, decision making). Ongoing discussions should take place to determine the perception these stakeholders have of the school district.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Simpson County**  
**KDE 2011 District Leadership Assessment Report**  
**At-a-Glance**

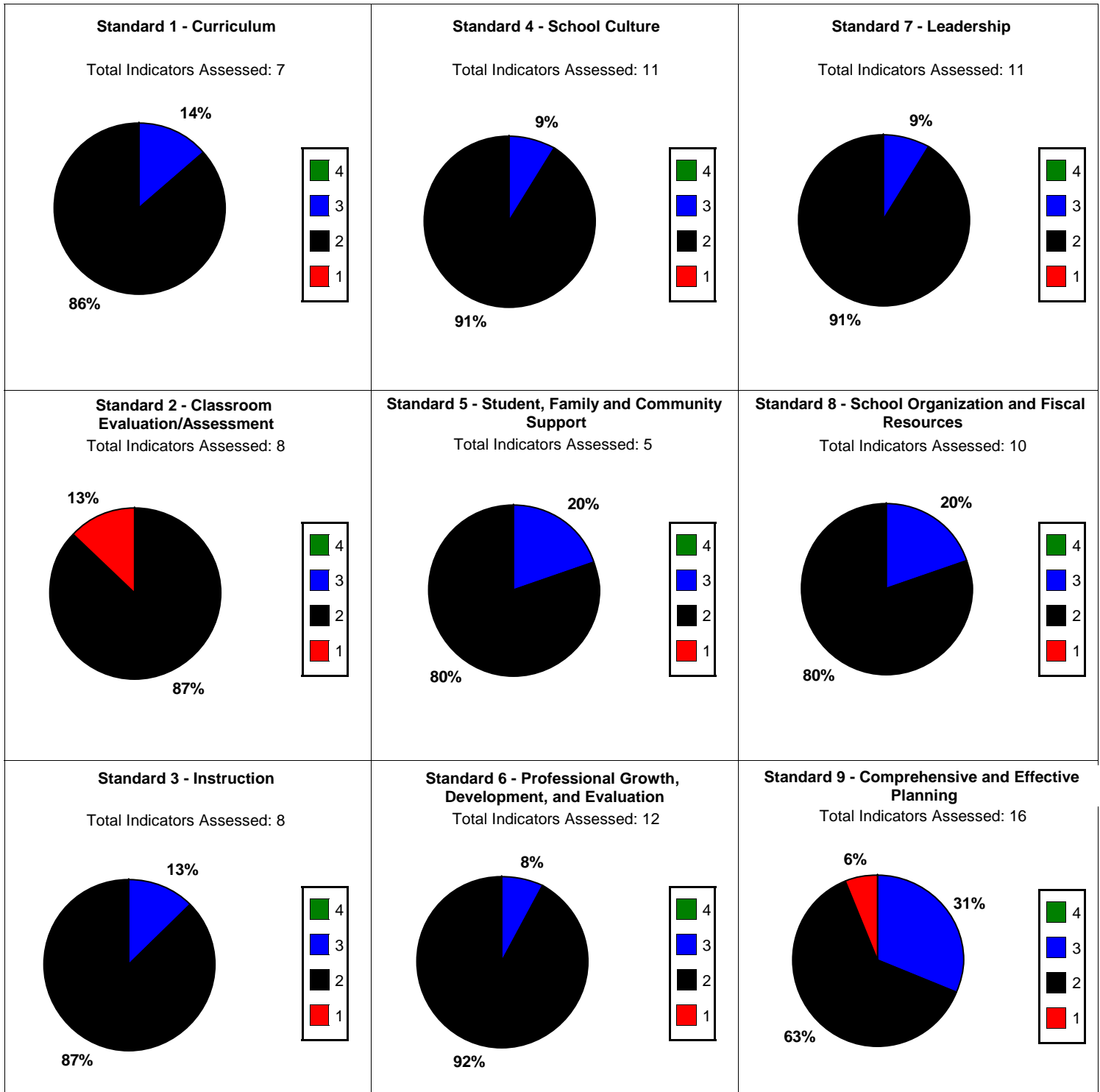
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



## 9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Simpson County

<p><b><u>Standard - 1 - Academic Performance</u></b></p> <p><b><u>Curriculum</u></b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e <a href="#">School curriculum provides specific links to continuing education</a></p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b><u>Standard - 4 - Learning Environment</u></b></p> <p><b><u>School Culture</u></b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i <a href="#">Multiple communication strategies...to all stakeholders</a></p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b><u>Standard - 7 - Efficiency</u></b></p> <p><b><u>Leadership</u></b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e <a href="#">Leadership ensures all instructional staff...access to curriculum related materials</a></p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b><u>Standard - 2 - Academic Performance</u></b></p> <p><b><u>Classroom Evaluation/Assessment</u></b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e <a href="#">Assessments designed to provide feedback on student learning for instructional purposes</a></p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b><u>Standard - 5 - Learning Environment</u></b></p> <p><b><u>Student, Family and Community Support</u></b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e <a href="#">School maintains an accurate student record system</a></p>	<p><b><u>Standard - 8 - Efficiency - School Organization and Fiscal Resources</u></b></p> <p><b><u>Organization of the School</u></b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b><u>Resource Allocation and Integration</u></b></p> <p>8.2a <a href="#">Clearly defined process (in accordance with the school council allocation formula)</a></p> <p>8.2b <a href="#">Budget reflects decisions directed by an assessment of need</a></p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b><u>Standard - 3 - Academic Performance</u></b></p> <p><b><u>Instruction</u></b></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d <a href="#">Teachers demonstrate content knowledge</a></p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;"><b>Legend</b></p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>	<p><b><u>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</u></b></p> <p><b><u>Professional Development</u></b></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b><u>Professional Growth and Evaluation</u></b></p> <p>6.2a <a href="#">Clearly defined evaluation process</a></p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><b><u>Standard - 9 - Efficiency - Comprehensive and Effective Planning</u></b></p> <p><b><u>Defining the School Vision, Mission, Beliefs</u></b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b><u>Development of the Profile</u></b></p> <p>9.2a <a href="#">Planning process involves collecting, managing and analyzing data</a></p> <p>9.2b <a href="#">Use data for school improvement planning</a></p> <p><b><u>Defining Desired Results for Student Learning</u></b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b <a href="#">Analyze their students' unique learning needs</a></p> <p>9.3c Results for student learning are defined</p> <p><b><u>Analyzing Instructional and Organizational Effectiveness</u></b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b><u>Development of the Improvement Plan</u></b></p> <p>9.5a <a href="#">Steps for school improvement aligned with improvement goals</a></p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c <a href="#">Evaluating the effectiveness of improvement plan</a></p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><b><u>Implementation and Documentation</u></b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c <a href="#">The school evaluates the degree to which it achieves the expected impact</a></p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

## **Focus on Student Academic Performance**

The district leadership assessment report contains many important findings district leadership should consider. It will be the task of district leadership to read and prioritize the results from this report to plan for improving student performance.

Carefully read the scholastic leadership assessment report for each school that triggered the district leadership assessment. Consider the implications of the report for each school's work and policies.

Build greater understanding of new approaches to professional development and address the ways that stakeholders will have to work differently to improve instruction.

Identify the implications of this report for stakeholders.

Acknowledge and address the fact that current practice does not provide adequate opportunity for teachers and principals to carry out the demands of their work to ensure student success.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Simpson County School District during the period of 12/4/2011 - 12/9/2011.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile, classroom observations (16), as well as formal interviews and informal discussions with district leadership (4), district certified staff members (5), district classified staff members (12), high school leadership (4), teachers (11), school resource officer (1), parents (14), students (39), business and community leaders (7), board of education (5) and the superintendent.

The district leadership assessment team utilized the Standards and Indicators for School Improvement, stakeholder interviews and a portfolio of district records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were: Jill L. Crowe -Teacher, Cindy Price - Parent, Ginger Mason - Higher Education Representative, Gayla Jenkins - Building Administrator, Rhonda D. Marshbanks - Teacher, Cindy D. Baumert - Parent and Sallye Thompson - Educational Recovery Specialist.

### Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

### Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.



## Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

**Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Standard 8:** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

**Standard 9:** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

#### **Standard 1**                      **Curriculum**

#### **Findings For This Standard Are Based On:**

Review of committee meeting minutes and agenda, comprehensive district improvement plan, course syllabi, curriculum documents, curriculum maps, Implementation and Impact Checks, Individual Learning Plans, lesson plans/units of study, master school schedule, professional development records, samples of classroom assessments, samples of student work products, District web page and links, Board of Education policies, Teaching, Empowering, Leading and Learning survey, Instructional Leadership Team Meeting agenda and minutes, Literacy Plan and Program Reviews for Practical Living and Vocational Studies

Interviews with central office staff, district leadership, principal, students, superintendent and teachers

Observations of classrooms, media center and student work

#### **Performance Rating    3**

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

District leadership approved the implementation of dual credit courses offered through a partnership with the Bowling Green Technical School. Students may enroll in these courses and receive both high school and college credit for satisfactory completion of coursework. Students have multiple opportunities for receiving college credit through Advanced Placement courses offered at the high school. Many students have enrolled in these classes and have been successful. District leadership participates in the P-16 Council with education, business and community leaders from neighboring counties to increase student success from pre-school through college and beyond. These leaders coordinate their efforts to close achievement gaps and to raise the level of educational attainment and economic development. The Gatton Academy at Western Kentucky University offers college courses for students needing accelerated coursework beyond high school course offerings. The high school partners with Western Kentucky University for exposing students to the Chinese culture and extending the foreign language program through the Confucius Institute. District leadership reviews Gifted Student Services Plans and individual learning plans of students receiving special education services to monitor their completion but does not always review individual learning plans of all students to ensure compliance according to program guidelines.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

- 1.1a    There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

District leadership ensures all certified staff members have access to Kentucky Core Academic Standards and QualityCore documents. District leadership assembled QualityCore binders for the high school teachers in each of the core content areas and assisted teachers in the development of units when requested. District leadership provides opportunities for teachers to attend professional development sessions (QualityCore, Laying the Foundation, Advance Kentucky) to assist in the alignment of curriculum and the development of units of study. High school teachers attend trainings that match their individual needs or preferences. Many high school teachers are in the process of developing instructional units and establishing pacing guides. After the completion of unit plans, teachers submit the plans to district leadership for approval and suggestions. District leadership provides links on the district Web page for teachers to post completed unit plans. District leadership has plans for an ACT representative to provide additional curriculum training in the development of formative assessments in January 2012.

- 1.1b    The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

District leadership facilitates some curricular discussions between middle and high school teachers through the identification of some staff configurations (roll-out leaders, curriculum specialists, instructional leadership team). These groups meet monthly to discuss some curricular issues (roll-out standards, unit planning). Professional learning communities meet four days during the school year providing additional opportunities for vertical discussions. These meetings have not yet ensured a seamless continuity of the curriculum from feeder to receiver schools.

- 1.1c    The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

District leadership has not developed a systematic process for identifying and eliminating gaps and overlaps in the curriculum. District leadership has structures [common planning for content-area teachers, staff groupings (roll-

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

#### **Standard 1**                      **Curriculum**

#### **Performance Rating    2**

out leaders, curriculum specialists, instructional leadership team), achievement data (Educational Planning and Assessment System results), professional development sessions, professional learning communities, grants (Advance Kentucky, Confucius Institute, Title I)] in place for implementing the curriculum, but these structures are not consistently used for the identification of gaps and overlaps in the curriculum. District leadership provided direction to the teaching staff in the use of the Diagnostic Instrument to Analyze Learning (DIAL) tool to identify some curricular issues, but the results of this analysis are not compiled and are not used for gap identification.

- 1.1d    There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

District leadership provides some opportunities and personnel (Learning Community Days, roll-out leaders, curriculum specialists, instructional leadership team) for the resolution of curricular issues. The high school and middle school staffs have not identified clearly defined curriculum transition points to assist students in transitioning between grade configurations (middle to high).

- 1.1f    There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The board of education has adopted policy (Curriculum and Instruction 08.113), and district leadership has implemented some procedures to address curricular issues in the schools. This policy was revised on November 11, 2011, to include college and career readiness benchmarks. This policy identifies several guidelines (graduation requirements, good faith effort, diploma levels) for students and staff at Franklin-Simpson High School. A district liaison has recently been identified for each school, but liaisons have not begun the practice of attending all school council meetings. District leadership reviews school council policy to ensure required policies have been adopted but offers limited guidance in the development of policy. District leadership monitors curriculum alignment through some staff configurations (roll-out leaders, curriculum specialists, instructional leadership teams) and facilitates monthly discussions of the curriculum.

- 1.1g    The curriculum provides access to a common academic core for all students.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

The board of education and district leadership receive the high school master schedule after its development by school leadership. District leadership leaves the assignment of students to school leadership and intervenes only upon request. Students are offered remediation through intervention classes, but these classes are not consistently monitored by district and school leadership to ensure they are having positive results and addressing individual learning needs. District leadership collects data concerning student achievement but does not consistently analyze these data to determine root causes for student academic failure.

# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

**Standard 1**      **Curriculum**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Academic Performance**

#### **Standard 1**      **Curriculum**

District leadership should develop a systematic process for the use and analysis of data to identify and eliminate gaps and overlaps in the curriculum. This process should include methods for using multiple sources of data (pre-assessments, formative and summative assessments, common assessments, student work analysis, walkthrough findings) to assist teachers in identifying curriculum gaps and in promoting continuous student improvement.

District leadership in collaboration with school leadership should facilitate ongoing discussions between the high school and middle school staffs to identify key curriculum transition points and provide students a seamless transition from school to school.

Resources:

O'Shea, Mark R. (2005). From Standards to Success. Alexandria: VA: Association for Supervision and Curriculum Development.

Blackburn, Barbara (2008). Rigor is NOT a Four Letter Word.  
Moore, Kenneth D. (2008). Effective Instructional Strategies

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

#### **Standard 2                      Classroom Evaluation/Assessment**

#### **Findings For This Standard Are Based On:**

Review of classroom assessments, comprehensive district improvement plan, curriculum documents, individual professional growth plans, Kentucky's Core Content for Assessment, lesson plans/units of study, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, School Report Card data, Teaching, Empowering and Leading and Learning survey

Interviews with district leadership, parents, principal, students, superintendent and teachers

Observations of classrooms, hallways, student homework with teacher feedback, Student Performance Level Descriptors and student work

#### **Performance Rating    2**

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

The board of education adopted policy (Assessment 08.222) and this policy has been updated. The superintendent recently assigned a district representative to attend high school council meetings. The liaison has reviewed school council policies to ensure required policies have been adopted but has not monitored to ensure the policies are fully implemented at the high school. District leadership offers some assistance through staff configurations (roll-out leaders, curriculum specialists, instructional team) to high school teachers in aligning their curriculum with QualityCore standards. District leadership conducts five-minute Look 2 Learning classroom learning walks and 20-minute instructional rounds. The learning walk form used to collect classroom data references objectives aligned to grade-level standards. The assessment component of the learning walk instrument categorizes assessment as "of learning" and "for learning". The process does not include monitoring classroom assessments to ensure they are frequent, authentic, standards-based and rigorous.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

District leadership expects school leadership to monitor content area teachers as they design common assessments that are aligned with state curriculum documents, but district leadership does not provide a systematic process that includes procedures for completing or monitoring the design of authentic assessments. Some teachers administer online QualityCore common



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### School District

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Summary Findings in: **Academic Performance**

#### **Standard 2**                      **Classroom Evaluation/Assessment**

#### **Performance Rating    2**

assessments, but the Web-based tool is not available for all content areas. District leadership has plans for an ACT representative to provide additional training in the development of formative assessments in January 2012. Most assessments are traditional tasks (textbook questions, chapter tests, handouts) for students to demonstrate what they should know and be able to do. District leadership provides Classroom Assessment for Student Learning (CASL) training to all teachers but does not monitor the quality of teacher-designed formative and summative assessments. District leadership is in the initial stages of leading the transition from Kentucky Core Content Test-like assessments to assessments that mirror End of Course format.

- 2.1c    Students can articulate the academic expectations in each class and know what is required to be proficient.

District leadership occasionally questions students about the process of completing proficient work but does not intentionally collect student response data to provide meaningful feedback to teachers for guiding students in recognizing and producing quality work. Most students can articulate how completion of “rubrics and scoring guide” benchmarks will earn points, but few students can make connections between completing an assessment and mastery of the content.

- 2.1d    Test scores are used to identify curriculum gaps.

District leadership uses Measures of Academic Performance (MAP) and Educational Planning and Assessment System (EPAS) data as universal screeners for identifying students who are categorized as needing tier 2 or tier 3 interventions but does not always use the results to identify curriculum gaps. District leadership provides high school leadership and staff with a Diagnostic Instrument to Analyze Learning (DIAL) to use when analyzing student achievement data. Results of the analysis are reported in instructional leadership team meetings. Feedback to teachers is often limited to distributing data without investigating research-based practices that teachers can use to inform and impact curricular, assessment and instructional decisions. Data collection results are sometimes reported to the high school council.

- 2.1f    Performance standards are clearly communicated, evident in classrooms and observable in student work.

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Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

### **Performance Rating    2**

District leadership expects school leadership to guide teachers in the design of rubrics and scoring guides. Some teachers demonstrate this expectation and include “I Can” statements or learning objectives on their rubrics. The quality of performance level descriptors varies among teachers, and most do not require students to demonstrate inquiry, problem solving or mastery of the content. Most students recognize rubrics, but few can articulate how to use performance level descriptors to produce quality work and demonstrate mastery. Student and teacher use of rubrics varies among district schools. At the high school level, teachers are inconsistent about providing students clear and high expectations for reaching proficiency.

- 2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The board of education has adopted assessment policies (Assessment of Student Progress 02.441, Assessment 08.222), but these policies do not address test administration and ethics of the state’s assessment and accountability process. District leadership ensures compliance in administrative and ethics procedures for state assessments by training all personnel involved in the assessment process. Personnel sign-off sheets for the completion of the training are on file at the district office. The district assessment coordinator works with building assessment coordinators to ensure testing materials are properly secured and monitored.

- 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

District leadership provides teachers a student work protocol for analyzing student work but does not hold all schools accountable for implementing the process. Analyzing and learning from student work is routine practice during instructional leadership team meetings; however, results of the analysis are rarely used by the high school to inform the instructional program or to impact student achievement.

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Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

**Performance Rating    1**

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

District and school leadership do not collect classroom data to ensure teachers are using multiple types of assessments. Most teachers provide limited opportunities for students to demonstrate mastery. Samples of student work do not always reflect specific teacher feedback to students about the quality of their performance. District and school leadership do not communicate the connection between providing meaningful feedback to students and increasing student achievement.

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Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Academic Performance**

#### **Standard 2      Classroom Evaluation/Assessment**

District leadership should develop a systematic process for collecting, monitoring and analyzing student achievement data. District and school leadership should collaborate in regular Look 2 Learning classroom visits at the high school to collect assessment data. Feedback about assessment issues (rigor, frequency, relevancy) should be shared with teachers in a timely manner so teachers can use the information to identify achievement, curricular and instructional gaps.

District and school leadership should implement the student work analysis practice that is modeled in instructional team meetings at the district level. District leadership should monitor school leadership to ensure teachers regularly collaborate to analyze student work and to use the results of the analysis to evaluate and revise instruction and to provide timely, meaningful feedback to students.

District leadership should monitor schools to ensure teachers are providing students authentic assessment tasks with scoring guides or rubrics that students can use to produce proficient work.

#### Resources:

Marzano, R. J. (2000). Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

O'Shea, M. R. (2005). From Standards to Success. Alexandria, VA: Association for Supervision and Curriculum Development.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

### **Standard 3**                      **Instruction**

#### **Findings For This Standard Are Based On:**

Review of classroom assessments, classroom assignments, comprehensive district improvement plan, course syllabi, curriculum documents, curriculum maps, district technology plan, Implementation and Impact Checks, Individual Learning Plans, individual professional growth plans, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, professional development records, samples of classroom assessments, samples of student work products, 30/60/90 day plan, Program Reviews for Practical Living and Vocational Courses, Literacy Plan, Teaching, Empowering, Leading and Learning and survey results

Interviews with district leadership, principal, students, superintendent and teachers

Observations of classrooms, common areas, computer lab, media center, student homework with teacher feedback and student work

### **Performance Rating    3**

#### **3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.**

District leadership attends job fairs to recruit teachers and encourages student teachers to apply for teaching positions. District leadership ensures all teachers are certified to teach in their assigned areas. Teachers seeking National Board Certification status are offered assistance with full candidacy and Take One! training. The cost for Take One! training is shared with Western Kentucky University through a grant, with Western picking up \$295 of the cost and the district paying the remaining \$100 per applicant. District leadership also matches the required \$2000 raise in pay for a total amount of \$4000 for Nationally Board Certified teachers who remain in the classroom. Teacher mentoring is offered to assist beginning teachers in improving their instructional effectiveness and provides leadership opportunities for experienced teachers. District leadership provides opportunities for teachers to participate in professional development [Classroom Assessment for Student Learning (CASL), John Antonetti's engagement strategies, Authentic Literacy, Special Education Collaborative Network] that updates their professional practices but does not ensure skills acquired through these trainings are consistently implemented into classroom practices or positively impact student learning.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    2**

- 3.1a    There is evidence that effective and varied instructional strategies are used in all classrooms.

District leadership conducts instructional rounds at the high school twice each semester. As part of the instructional rounds process, district leadership uses a problem of practice as their focus. This semester the high school staff identified student engagement and rigor as the focus for rounds. As a follow up to the rounds, summary data were shared with teachers identifying what leadership observed during the rounds. Individual feedback for teachers was not provided through this process. During the summer and school year, some teachers attended professional development sessions on instructional strategies (FOCUS: Elevating the Essentials to Radically Improve Student Learning book study) and student engagement (John Antonetti). However, many classrooms are teacher-centered and textbook-driven, and teachers do not consistently engage students in research-based activities (problem-solving, inquiry). District leadership provides orientation for new employees to familiarize them with district initiatives and programs (professional learning communities, instructional rounds, thoughtful classroom, teacher mentoring).

- 3.1b    Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

District leadership provides support (new teacher mentoring, instructional leadership team, technology resource teacher) and resources (Turning Point, Thoughtful Ed, critical thinking wheel, technology, learning cube, textbooks) to promote improvement in instructional practices. The Green River Regional Educational Cooperative provides some professional development opportunities (MathPLUS, QualityCore) to assist teachers in varying instructional strategies and meeting student learning needs and assessment expectations. Additionally, district and school leadership offer other external professional development [Classroom Assessment for Student Learning (CASL), Authentic Literacy, John Antonetti's engagement strategies]. Certified staff members do not participate in a focused, concerted effort to address instructional needs and student learning goals. District leadership does not regularly use assessment data as a diagnostic tool to identify weaknesses in the instructional program.

- 3.1c    Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    2**

approaches and learning styles are addressed.

District and school leadership collaborated to develop a process for monitoring instructional practices through instructional rounds and Look 2 Learning walkthroughs. Feedback from this monitoring is often reported in universal terms rather than specific terminology for individual teachers. Teachers are provided few opportunities to reflect on their instructional practices and to convey what they could do to improve instruction and student achievement. Content area teachers have common planning times but do not regularly use this time for sharing successful classroom practices. Students are offered remediation through intervention classes; however, these classes are not consistently monitored by district and high school leadership to ensure instruction is addressing individual student learning needs. Most teachers give whole-group assignments rather than differentiated tasks to address various learning styles, student interest and achievement levels.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

The board of education has adopted technology policy (Access to Electronic Media 08.2323), and this policy pertains to acceptable use of technology by students. A district liaison was recently assigned to the high school to provide support and to serve as a resource for the school council. District leadership developed a technology survey to determine the level of teacher proficiency in using various technological tools and software in instruction. This survey also included questions regarding training needs of staff, concerns and wishes in regards to the use of instructional technology. District leadership has assigned a technology resource teacher to provide assistance to the high school teachers in designing technology projects, in increasing awareness of technological tools and in providing training and support for the use of technology. Some teachers at Franklin-Simpson High School do not use technology effectively in instruction and do not seek the expertise of district technology staff in developing their instructional technology skills. The district provides a variety of assistive technology; however, few teachers use these resources to enhance instruction. District leadership monitors the use of UnitedStreaming and other Web sites. Students at the high school sometimes use technology for word processing, PowerPoint production and research. Some students participate in the Student Technology Leadership Program (STLP) at Franklin-Simpson High School.



# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

#### **Standard 3**                      **Instruction**

#### **Performance Rating    2**

- 3.1f    Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

District leadership provides numerous instructional resources to supplement the instructional program and sometimes responds to special requests from school councils and teachers. District and school leadership occasionally collaborate in the acquisition of resources and supplemental materials. At the high school, textbooks and worksheets often serve as the primary instructional resources in many classrooms. Some teachers at Franklin-Simpson High School do not consistently incorporate technology in instruction, and students are given few opportunities to use technology beyond low-level integration (word processing, videos, research).

- 3.1g    Teachers examine and discuss student work collaboratively and use this information to inform their practice.

District leadership has not developed a systematic process for monitoring student work analysis and using the results of the analysis to identify strengths and weaknesses in the instructional program. District leadership trains curriculum instruction assessment personnel in using a protocol for analyzing student work and models the analysis process during instructional leadership team meetings. District leadership provides 4.5 Learning Community Days and school leadership approved a master schedule that includes time for common planning and the analysis of student work. District and school leadership do not communicate the expectation that classroom assessments are routinely reviewed and analyzed at regular intervals to determine successful instructional strategies. Some teachers at Franklin-Simpson High School informally discuss student work samples, but high school leadership does not regularly lead this analysis. District leadership does not monitor or hold school leadership accountable for completion of this practice.

- 3.1h    There is evidence that homework is frequent and monitored and tied to instructional practice.

The board of education has adopted policy (Homework 08.211) to define the purpose of homework. This policy states homework shall be assigned for the improvement of learning and have meaning for students. District leadership does not review school council homework policies to ensure they are

# District Leadership Assessment Summary Report

## Simpson County

School District

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    2**

equitable, appropriate and meaningful extensions of classroom learning.  
District and school leadership do not consistently monitor classroom practices  
to ensure the homework policy is implemented as developed.

# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Academic Performance**

#### **Standard 3**      **Instruction**

District leadership should collaborate with school leadership to develop a systematic process for the analysis of student work. The results of this analysis should be used to identify strengths and weaknesses in the instructional program. District and school leadership should consistently monitor instructional practices to determine if students' unique learning needs are addressed through differentiation and classroom practices are modified as a result of student work analysis.

District and school leadership should monitor the interventions program to ensure classroom instruction is addressing individual learning needs. This monitoring should include the collection and analysis of multiple forms of data (classroom assessments, student work, walkthrough, formative assessments) to measure the impact of interventions on student academic performance.

District and school leadership should provide individual teachers specific, meaningful feedback following instructional walkthroughs to assist them in modifying instructional practice and meeting student learning needs.

#### Resources:

Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, H., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

#### **Standard 4                      School Culture**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, employee handbooks, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, list of co-curricular offerings, newspaper clippings/press releases, newspapers, parent and community member workshop schedule, safe schools data reports, school council meeting agenda and minutes, school mission, belief and vision statements, School Report Card data, school visitors register, school Web pages, Teaching, Empowering and Leading and Learning survey

Interviews with central office staff, classified staff, community members, district leadership, parents, school nurse, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, hallways, school/district safety plan, student discipline reports, student handbook, student/parent/staff handbooks, trophy cases and yearbooks

#### **Performance Rating    **3****

- 4.1i    Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

District leadership maintains a Web site with links to multiple forms of information (Facebook, parent portal, announcements, comprehensive district and school improvement plans, required health forms, school calendars). The local newspaper, Franklin Favorite, reports information (academic achievement, athletic events) regarding Simpson County School District. The superintendent also shares information about the district at monthly Rotary, Kiwanis, Chamber of Commerce and Industrial Authority meetings. Board of education meetings are aired on local access cable channel 9. District and school leadership also use the One-Call System as a means of communication. District leadership has not developed a formal two-way communications plan.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Performance Rating    2**

- 4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The board of education has adopted policy (Safety Policy 05.4) to address immediate and long-term strategies to ensure a safe and orderly learning environment. On October 15, 2009, the Kentucky Center for School Safety conducted an audit on Simpson County Schools. Several deficiencies (school resource officer, supervision throughout campus, access to school) were noted with regard to high school safety. Some deficiencies have been addressed by district and school leadership. District leadership is trained to use the strategies of Positive Behavior Intervention Supports (PBIS). A district PBIS team meets quarterly to review discipline data and routinely consults with Kentucky Center for Instructional Discipline about actions to improve problem areas. However, PBIS is not consistently implemented at Franklin-Simpson High School. The board of education has adopted a policy (Safety Policy 05.4) and approved the Simpson County Schools District Emergency Response Plan. Drill and/or Disaster Reports are submitted and monitored by district staff. Safety audits are conducted each semester by district staff. Fire and tornado evacuation routes are posted in all high school classrooms. Every year parents are required to register their child with the Simpson County School district. All parents receive the Code of Acceptable Student Behavior and Discipline and are required to sign a compliance form. The board of education has adopted a policy (Grievances Policy 09.4281) for grievances and appeals which is communicated to students and parents in the Code of Acceptable Student Behavior and Discipline.

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

District leadership verbalizes a commitment to high expectations for all students. District leadership uses a variety of communication methods (e-mails, newsletters, civic organization meetings) to share this commitment with high school staff, students, parents and other stakeholders. District leadership expects the high school leadership and staff to hold high academic and behavioral expectations for all students. District leadership demonstrates this expectation by providing training (Advance Kentucky, special education, Kentucky Center for Instructional Discipline) and resources (intervention classes, assistive technology, textbooks) to help the high school staff achieve this goal. District leadership has provided opportunities (learning community

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Performance Rating    2**

days, peer observations, instructional leadership team meetings) for teachers to collaborate; however, these avenues have not been used to address the unique learning needs of all students. District leadership celebrates and recognizes school and student accomplishments at board of education meetings and publicizes (Franklin Favorite, district Website) school and individual student successes.

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

The superintendent recently assigned a district representative to attend high school council meetings. The liaison has reviewed school council policies to ensure required policies have been adopted but has not monitored to ensure the policies are fully implemented at the high school. District leadership provides resources (Positive Behavior Intervention Strategies, safety resource officer) to assist school leadership in supporting an environment conducive to the intellectual and emotional growth of all students. However, school leadership and staff do not consistently use these strategies to enforce discipline expectations for all students. Academic and behavioral expectations vary from classroom to classroom.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

The board of education has adopted policy (District Planning 01.111) that requires formation of a planning committee that shall include teachers, principals, council members, central office administrators, board member(s), classified staff, parents, community representatives and high school students. District leadership occasionally consults with teaching and non-teaching staff on decision-making regarding teaching and learning.

- 4.1e Teachers recognize and accept their professional role in student success and failure.

The superintendent expects all staff to accept their professional role in student success and failure but does not regularly monitor or hold staff accountable to ensure this expectation is met. District and school leadership provide opportunities (4.5 Learning Community days, common planning) for high school staff to analyze the connection between instructional practices and student success and failure.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Performance Rating    2**

- 4.1f    The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

Franklin-Simpson High School council has adopted policy (Student Assignment) that states the principal will assign students to class in a manner that will not exceed state class size cap except for newly enrolled students and permanent exceptions based on student needs. District leadership does not monitor to ensure this policy is implemented as adopted. The high school council has adopted a policy (Instructional and Non-instructional Staff Time Assignment) that assigns staff in a manner that focuses on specific student needs. District leadership collaborates with high school leadership to determine staff and student assignments for students with disabilities during the transition from middle school to high school.

- 4.1g    Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

The board of education adopted policy (Grading 08.221) that requires nine-week progress reports at the high school level, but this policy does not require teachers to include comments or a detailed explanation of grades. Nine-week grade reports and mid-term progress reports are Infinite Campus generated. Grades earned on end-of-course exams required for high school courses designated by Kentucky Administration Regulation shall count as twenty percent (20%) of a student's final grade in a course. After obtaining a log-in name and password, families may access their child's grades, attendance and behavior records through Infinite Campus Parent/Student Portal. Individual learning plans may also be accessed on line, but they have not been updated for all high school students.

- 4.1h    There is evidence that the teachers and staff care about students and inspire their best efforts.

District leadership occasionally conducts surveys (FSHS Culture and Climate Survey) of students and parents and compiles data to determine if school and district staff members are perceived to care about students and inspire their best efforts. District and high school leadership do not analyze the results of the survey to identify strategies to intentionally develop relationships between staff, students and parents for the purpose of improving student achievement. The district Web site lists several parent resources (parenting magazines,



# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Performance Rating    2**

workshops, newsletters, Web site links), but district leadership does not use these resources to effectively collaborate with the high school staff, parents or community members.

- 4.1j    There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

District leadership has not developed formal procedures to celebrate student success, but students are often recognized at monthly board of education meetings and through other means (Channel 9, WFKN). The Simpson County School District Web page chronicles a plethora of student achievements and accomplishments through the link, Wildcat Awards and Recognition. The Franklin Favorite publishes articles regarding student accomplishments, honor roll and athletics. District leadership rarely exhibits student work in the community.

- 4.1k    The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

District leadership has initiated programs (Positive Behavior Intervention Strategies) and targeted resources (intervention teachers, assistive technology) to reduce barriers to learning for some students. However, district leadership has not monitored high school staff for full implementation of these programs and resources. School leadership has not been held accountable for lack of implementation. Proficient academic performance of students with disabilities continues to be a challenge (0% proficient in reading, 0% proficient in math) for Franklin-Simpson High School. District leadership has provided additional professional development to meet the needs of special education teachers as well as additional resources (SmartBoards, Read/Write Gold, mobile computer labs). Despite a disproportionate number of behavior referrals for students with disabilities, school leadership has not included professional development for de-escalation strategies as part of the professional development plan. District leadership provides human resources (social worker, school nurse, school psychologist, behavioral development teacher) to address socio-economic, physical, cultural and intellectual factors on learning but does not measure the effectiveness of these resources on reducing barriers for all students. District leadership has not provided curricular materials, training or support that address cultural and socio-economic differences in learning and behavior to high school staff.

# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 4**            **School Culture**

**Performance Rating    2**

# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 4**      **School Culture**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Learning Environment**

#### **Standard 4**      **School Culture**

District leadership should provide training for all staff on the cultural differences of the student population. District and school leadership should ensure individual (cultural, socio-economic, learning) needs of all students are met through differentiated classroom instruction. District and school leadership should monitor implementation of this practice and measure its impact on student learning.

District leadership should work in partnership with school leadership to develop a systematic plan for identifying and training family and community members to mentor students. District and school leadership should actively seek participation (advocates, mentors, tutors, volunteers) from business, community and industrial members to develop partnerships with the high school to improve individual student achievement and reduce barriers to learning.

District leadership should develop, publish and implement a formal, systematic two-way communication plan that guides written, face-to-face and electronic communication with all stakeholders. The plan should also include a means of seeking input from all stakeholder groups and encourage frequent and meaningful interaction between the district and stakeholders. District leadership should actively involve representatives from all stakeholder groups in decision making.

#### Resources:

Inside the Black Box of High Performing High Poverty Schools, Lexington, KY: Prichard Committee for Academic Excellence.

Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.

Prichard Committee Parent Involvement Toolkit. <http://www.prichardcommittee.org>

Commissioner's Parents Advisory Council (2007). The Missing Piece of the Proficiency Puzzle

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

#### **Standard 5                      Student, Family and Community Support**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, class rosters, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Individual Learning Plans, Infinite Campus Reports, master school schedule, parent and community member workshop schedule, report cards/progress reports, school budget and allocations, Student Performance Level Descriptors and school web pages

Interviews with central office staff, classified staff, community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, local board of education members, parents, students, superintendent and teachers

Observations of classrooms, common areas and student academic records

#### **Performance Rating    **3****

- 5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The board of education has adopted policy (Student Records 09.14), and district leadership implements procedures to ensure the student record system is appropriately maintained and secure. Most current records are created electronically and include, but are not limited to, data pertaining to attendance, grades, discipline, health, test scores and special education. Access to their children's current grades, class schedules, attendance and discipline records is provided to parents through Infinite Campus Parent/Student Portal. Records of students that have withdrawn from school are kept in a locked records room. All other student cumulative folders are housed at the schools. Individual learning plans are currently developed during the students' advisory class. Meeting the yearly benchmarks in the development of individual learning plans is not being monitored by district leadership.

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

### **Performance Rating    2**

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

The superintendent seeks input from some stakeholder groups through the Parent Advisory Committee and Student Advisory Committee. A parent and a community member serve on the comprehensive district improvement planning committee and the corrective action planning committee. The superintendent also attends meetings of various organizations (Rotary, Kiwanis, Industrial Authority) to present information about the district and schools. A Report to Our Parents outlining school progress was recently mailed to students' homes and made available throughout the community. Franklin-Simpson High School Youth Services Center and the Community Education director have developed programs (Backpack, Operation Preparation, Wildcat Orientation) within the school to reduce barriers to learning, but these programs and services are not consistently reviewed by the district to evaluate their effectiveness in meeting student needs. The district director of pupil personnel meets with Family Resource and Youth Services Center directors three to four times each year for the directors to share program information. Procedures to guide involvement of all stakeholder groups (students, parents, certified and classified staff, community and business leaders) in decision making and promoting programs and services for all students have not been established by district and school leadership. Franklin-Simpson High School implements some activities (Wildcat Orientation, parent/teacher conferences) to include parents in the educational process, but there is limited support from district leadership. Students considering dropping out of school must attend a one-hour meeting with the social worker assigned to the school. The district director of pupil personnel collaborates with multiple partners (school guidance counselors, Youth Services Center director, court-designated worker, social worker) to implement a truancy diversion program.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

Support programs and services (Youth Services Center, school guidance, social worker, Title I, Extended School Services, school nurse) are available to meet student needs and reduce barriers to learning. Additional programs (Kentucky Virtual High School, Confucius Institute, dual credit and

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

### **Performance Rating    2**

developmental classes at Bowling Green Technical College, OdysseyWare, intervention classes, Advanced Placement classes, Learning Opportunity Placement Center) are provided by the district to assist in meeting the academic and behavioral needs of students. The board of education has not adopted policy to ensure all students have access to the entire common academic core. District leadership monitors the implementation of programs funded from federal and state grants to ensure guidelines and regulations are met. However, district leadership does not routinely evaluate these programs and services to measure their impact on student achievement.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

District leadership uses federal and state grants and district general funds to provide funding for a variety of instructional materials (Advance Kentucky, Confucius Institute) and technology resources (projectors, screens, interwrite pads, iPads, classroom responders, OdysseyWare). Special education classrooms are provided with special technology resources (assistive technology, Smart Boards, mobile labs, large keyboards) to meet the needs of some students with disabilities. Some staff members have received training in the effective use of these resources. District leadership does not monitor for implementation of learned strategies and integration of resources into instruction and their impact on student learning. District leadership has assigned a technology resource teacher to provide training and resources for the schools. The board of education has not adopted policies, and district leadership has not developed procedures to refer students for health and social services. District leadership reviews school council policies but does not consistently monitor council actions to ensure decisions are being made that will have a positive impact on identified individual student needs. The superintendent recently designated district leadership to serve as liaisons to school councils. Extended School Services, Title I, intervention classes and the exceptional children's program serve as avenues for identification of students with learning problems. The Youth Services Center director and community education director collaborate with community organizations (Providence Baptist Church, Simpson County Health Department, Franklin-Simpson Youth Action Team, Lions Club, Kid's Council, Boys and Girls Club) to provide needed services for students. School leadership develops the master schedule and presents it to district leadership for review. Student assignments are made by the principal and guidance counselors. District and school leadership have not provided training to all teachers to assist them in

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

### **Performance Rating    2**

understanding cultural differences (socio-economic, African American) and their impact on student learning. District leadership partners with Western Kentucky University in implementing the Confucius Institute grant and in providing Chinese language classes.

- 5.1d    Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The board of education allocates additional funding for programs (intervention classes, OdysseyWare, eSchool, developmental courses) and staff (behavioral development teacher, career planner, gifted and talented coach, literacy coach, interventionist teachers, assistant principal/curriculum instruction assessment) to assist Franklin-Simpson High School in meeting student academic and behavioral needs. The district director of pupil personnel meets with Family Resource/Youth Services Center directors and school guidance counselors three to four times each year to share program information. District leadership does not regularly facilitate collaboration and coordination among support programs and services. A process to monitor, evaluate and revise these services has not been established.



# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Learning Environment**

#### **Standard 5      Student, Family and Community Support**

District leadership should view families, community organizations and businesses as valuable resources and continually seek their assistance in reducing barriers to learning and increasing student achievement. District leadership should develop and implement procedures to involve representatives from all stakeholder groups (students, families, business and community members, certified and classified staff) in the educational process. Ongoing discussions should take place to determine the perception these stakeholders have of the school district, to evaluate existing programs and to determine needs for future programs and services.

Representatives from all stakeholder groups should be included as members of committees and advisory groups. They should become active partners in decision making and implementing programs and services for students.

District leadership should develop procedures for continuous monitoring and evaluating all programs and services within the district. All programs and services should be revised as needed to eliminate gaps and overlaps and to ensure they are having a positive impact on student achievement and addressing the current needs of all students.

#### Resources:

Barr, R. & Parrett, W. (2006). *The Kids Left Behind*. Bloomington, IN: Solution Tree.

Hiatt-Michael, D.B. (2001). *Promising Practices for Family Involvement in Schools*. Greenwich, CT: Information Age Publishing.

*Principal's Guide to Effective Family Involvement*. (2002). Gaithersburg, MD.: Aspen Publishers.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

#### **Standard 6                      Professional Growth, Development, and Evaluation**

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, district technology plan, individual professional growth plans, professional development records, district web page, Simpson County Board of Education policies, Teaching, Empowering and Leading and Learning Survey

Interviews with central office staff, community members, district leadership, principal, superintendent and Curriculum Instruction Assessment

#### **Performance Rating    3**

6.2a    The school/district provides a clearly defined evaluation process.

The Simpson County Board of Education has adopted a policy (Evaluation 03.18) for the evaluation of all certified personnel in the district. Procedures to accompany this policy are specified in the Simpson County Schools Professional Growth and Evaluation of Certified Personnel Plan that was approved by the local board of education on June 13, 2010. State approval of the plan was granted on July 1, 2011, certifying that the plan met all state requirements for the evaluation of personnel. The board of education has also adopted policy (Evaluation 03.38) for the evaluation of classified staff members.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    2**

- 6.1a    There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

District leadership verbalizes that training and development is an important investment in bringing change and supports this belief through the provision of resources such as the addition of 4.5 Learning Community days, membership in Green River Regional Educational Cooperative, new teacher induction and the purchase of books (FOCUS, Leading and Managing a Differentiated Classroom) for book studies. District leadership provides some long-term professional development (Kentucky Center for Instructional Discipline, literacy initiative, Advance Kentucky) at the high school. The board of education policy (Professional Development 03.19) specifies each school shall plan high quality professional development experiences with the professional development coordinator and, when appropriate, with other schools to maximize training opportunities. High school leadership submits professional development information to district leadership for the purpose of monitoring hours completed, but district leadership does not monitor to intentionally ensure individual needs have been met. Some teacher needs are met through district initiatives (Advance Kentucky, MathPLUS, additional special education professional development). Some classified staff members have professional training requirements based on role descriptions (bus drivers, cafeteria personnel). Additional training (Customer Service) was provided November 22, 2010 to some classified staff (secretaries, attendance clerks, custodians, cafeteria personnel) at the high school. Although district leadership provides many avenues of support for staff growth, leadership has not fully established a continuous process that meets the unique needs of every employee in the district.

- 6.1b    The school has an intentional plan for building instructional capacity through on-going professional development.

Most professional development planning occurs at the school level with little formal collaboration with district leadership. Some trainings are continuous (Kentucky Center for Instructional Discipline, MathPLUS, Advance Kentucky), building on prior knowledge from past initiatives implemented by district leadership. High school certified staff members have little input in professional development offerings. Few activities are job-embedded. District leadership is providing some teachers (two mathematics, two English language arts) with content specific, multi-year professional development

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 6** **Professional Growth, Development, and Evaluation**

### **Performance Rating 2**

through the Green River Regional Educational Cooperative content networks.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

District leadership ensures that professional development priorities for the district and school administrators are aligned with goals for student performance and targeted items for growth on individual professional growth plans. District leadership makes an intentional and deliberate effort to connect the professional development plan to support individual professional growth needs and SMART goals of the administrative staff. High school leadership does not mirror this process in determining professional development needs of staff. School leadership does not use personnel evaluations to determine professional development needs of staff. Certified staff members may apply to participate in other professional development that is relevant to their job or professional growth plan. The application must contain information (alignment with school and district goals, research-based instructional practices and skills, data- and results-driven, culturally responsive) describing the professional development activity before approval is granted by school and district leadership.

- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

District leadership does not collaborate with school leadership to ensure alignment always occurs between actual school-led professional development activities and the comprehensive school improvement plan. District leadership monitors for compliance the hours of professional development in which each school staff member participates but does not monitor the connection to goals for student learning. The comprehensive district improvement plan includes staff development priorities (formative assessments, differentiation, learning targets) that focus on student learning goals. District leadership uses instructional rounds as a means to monitor implementation of some strategies learned during Learning Community days but does not measure impact of these strategies on student learning.

- 6.1e Professional development is on-going and job-embedded.

District leadership engages in an assortment of professional growth activities. The instructional supervisor leadership network meets monthly with the Green

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

#### **Standard 6**                      **Professional Growth, Development, and Evaluation**

#### **Performance Rating    2**

River Regional Educational Cooperative to update and enhance leadership skills. Instructional leadership team meetings are held monthly and have engaged in book studies (FOCUS, Leading and Managing a Differentiated Classroom) as forms of professional enrichment. An annual summer retreat is held for the purpose of updating the instructional leadership skills of both district leadership and principals. These activities are intentionally designed for attainment of professional learning and instructional skill development that fosters continuous growth and builds instructional capacity and expertise in the district and school administrative staff. Some high school initiatives (Kentucky Center for Instructional Discipline, Gates grant, Advance Kentucky) are designed to be multi-year programs to provide staff professional development activities that include follow-up and support. All initiatives have not been fully implemented by the high school staff.

- 6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

District leadership reviews data (No Child Left Behind, EXPLORE, PLAN, ACT) annually and uses this review to determine professional development needs to be included in the comprehensive district improvement plan. School leadership was required by district leadership to develop a professional development plan during the summer leadership retreat. This plan was submitted to district leadership for approval. District and high school leadership rarely collaborate to offer school level professional development activities that specifically address closing achievement gaps of students in all targeted populations (disabilities, African-American, free and reduced lunch), but additional professional development for special education teachers is provided by district leadership. District leadership has not developed a systematic process to ensure professional development activities have a direct connection to the learning needs of all students. District leadership has provided some opportunities (Partnership for Involving Parents in Schools, District Parent Advisory Council) for parents to be involved in improving student achievement, but these opportunities are not regular and ongoing.

- 6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The Simpson County Board of Education has adopted a policy (Evaluation 03.18) for the evaluation of all certified personnel in the district. Procedures to accompany this policy are specified in the Simpson County Schools

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

#### **Standard 6**                      **Professional Growth, Development, and Evaluation**

#### **Performance Rating    2**

Professional Growth and Evaluation of Certified Personnel Plan that was approved by the local board of education on June 13, 2010. State approval of the plan was granted on July 1, 2011, certifying that the plan met all state requirements for the evaluation of personnel. The board of education has also adopted policy (Evaluation 03.38) for the evaluation of classified staff members.

- 6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

During the summer, a certified evaluation update is presented and includes development of individual professional growth plans. The superintendent models this collaborative process when developing growth plans with district leadership and school administrators. The superintendent discusses possible growth areas with the evaluatee at the summative evaluation. The superintendent and evaluatee then focus on priorities identified during this discussion and mesh these with the goals of the comprehensive district improvement plan. The evaluatee submits a developed individual professional growth plan to the superintendent in the fall, and a mid-term review occurs between the final plan development and summative evaluation. District leadership expects individual professional growth plans to be collaboratively developed by the evaluator and evaluatee. District leadership does not have a process to monitor the implementation of the individual professional growth planning process at the high school and to ensure the plans are being completed as required by board policy.

- 6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The board of education has adopted policy (Evaluation 03.18), and district leadership defined procedures that meet standards set in statute and regulations for the evaluation of certified personnel. District leadership supports administrators in the development of evaluation skills through an annual training session for certified personnel evaluations. The Simpson County Schools Professional Growth and Evaluation of Certified Personnel Plan requires multiple observations during the evaluation cycle, and school leadership is expected to provide coaching and feedback to those being evaluated. District leadership does not monitor to ensure this occurs. School leadership submits summative evaluations and individual professional growth plans to district leadership to monitor for compliance, with little concern for

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    2**

quality or impact.

- 6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

The 2010-11 comprehensive district improvement plan addresses improvement of instructional leadership needs through participation in a balanced assessment system book study based on the research of Commodore, Chappuis and Stiggins. The book study will be fostered in monthly instructional leadership team meetings. District and high school leadership fulfill Effective Instructional Leadership Act requirements through in-district professional development (summer leadership retreat, instructional leader team meetings) and out-of-district (instructional supervisor leadership network meetings with Green River Regional Educational Cooperative, conferences) opportunities.

- 6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

District leadership does not monitor formative teacher evaluations conducted by the principal or his designee to specifically determine the timeliness and effectiveness of feedback. District leadership does collect summative evaluations to ensure all staff members are evaluated as directed by the approved district evaluation plan. District leadership does not have a clearly defined process to ensure individual professional growth plans are designed to promote the needed changes identified through the evaluation process.



# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Learning Environment**

**Standard 6**                    **Professional Growth, Development, and Evaluation**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Learning Environment**

#### **Standard 6**      **Professional Growth, Development, and Evaluation**

District leadership in collaboration with school leadership and teachers should create a long-range, multi-year professional development plan that focuses on identified strategies to strengthen instructional practices. All Franklin-Simpson High School certified staff members should be encouraged to participate in development of this plan. The plan should include job-embedded professional development and other pertinent trainings necessary to build staff capacity and efficacy.

District leadership should formally and systematically monitor classroom practices to ensure skills and knowledge acquired through professional development activities are implemented and evaluated for their impact on student achievement.

District leadership should ensure the evaluation process is used at the high school to collaboratively develop individual professional growth plans and to address identified professional or leadership needs. District and school leadership should collaborate to monitor implementation of individual professional growth plans and to measure the impact on classroom practices and student achievement.

#### Resources:

Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.

Reeves, D.V. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: Association for Supervision & Curriculum Development.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 7                      Leadership**

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, enrollment data, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, list of co-curricular offerings, master school schedule, needs assessment data, newspaper clippings/press releases, organizational charts, professional development records, professional resource materials, rubrics, safe schools data reports, school budget and allocations, school council meeting agenda and minutes, school profile, school Web pages, district web page, Teaching Empowering Leading and Learning Survey, Board of Education Policies and Procedures, Board of Education meeting agenda and Facebook page

Interviews with central office staff, classified staff, community members, curriculum resource specialist, district leadership, local board of education members, parents, principal, school council members, school resource officer, students, superintendent, teachers and business leaders

Observations of common areas, hallways, school and district safety plan, staff development agenda, state statute and regulation, student academic records, student discipline reports, Student Performance Level Descriptors, student work, student, parent, and staff handbooks and student teacher ratio

#### **Performance Rating    **3****

**7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.**

District leadership ensures all certified staff members have access to Kentucky Core Academic Standards and QualityCore documents. District leadership assembled QualityCore binders for the high school teachers in each of the core content areas and assists teachers in the development of units upon request. District leadership has embedded 4.5 days in the school calendar for professional development and allocated an additional staff member (assistant principal/curriculum instruction assessment) to the high school to assist teachers with curriculum needs. District leadership provides opportunities for teachers to attend professional development sessions

# District Leadership Assessment Summary Report

## Simpson County

School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    3**

(QualityCore, Laying the Foundation, Advance Kentucky) to assist in the alignment of curriculum and the development of units of study. Some high school teachers attend trainings that match their individual needs or preferences. District leadership has plans for an ACT representative to provide additional curriculum training in the development of formative assessments.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    2**

7.1a Leadership has developed and sustained a shared vision.

The board of education and district leadership have not facilitated the process of developing a shared vision for Simpson County Schools. The superintendent has integrated his personal vision with board goals and developed a district vision statement that has been embraced by board of education members, district and school leadership and the school community. The superintendent shares this vision with all district staff members. He actively promotes the vision to community stakeholders through parent and community presentations and district and community publications. The vision statement is visibly displayed in a variety of places (board of education meeting room, foyer of district office, school entrances and meeting rooms) and included on many district and community communications (newspaper articles, Web page, Facebook, e-mails, publications, PowerPoint presentations).

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The board of education requires all principals to report (Presentation of Teaching/Learning) on academic progress of students at their school on a rotation basis throughout the school year at monthly board meetings. In addition, the board of education requires principals and their school councils to annually report on progress toward achieving goals outlined in their comprehensive school improvement plans along with a prioritized needs assessment for the following year's allocation. Principals may be requested to report on student assessment results at other monthly board of education meetings. District leadership presents federal and state assessment updates (No Child Left Behind, Kentucky Core Content Test, EXPLORE, PLAN, ACT) to the board of education upon receipt of scores. District or school leadership present other assessment results (Measures of Academic Progress, Educational Planning and Assessment System) when they become available. District leadership sometimes collaborates with school leadership to secure resources and to implement grant programs (MathPLUS, QualityCore, Confucius Institute).

7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

All district administrators and the high school principal have individual

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    2**

professional growth plans. Individual professional growth plans for district leadership and the high school principal are primarily developed using the summative evaluation process outlined in the district certified evaluation plan and Interstate Leadership Licensure Consortium (ISLLC) standards. Some growth areas in individual plans interconnect with the goals of the comprehensive district or school improvement plan. The superintendent personally evaluates all district administrators and school principals. He uses a four-prong cycle (determines growth areas using the summative evaluation, trains on certified evaluation update and development of individual professional growth plans, follows up to completely develop individual professional growth plans and reviews mid-term progress prior to next summative evaluation) to collaboratively develop and monitor progress on individual professional growth plans. Corrective action plans are not always completed in a timely manner. District leadership does not monitor to determine if the development and review of individual professional growth plans of all school administrators (assistant principals, guidance counselors) are completed according to policy guidelines.

- 7.1d    There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

District leadership reviews a multitude of available national, state, district and non-cognitive data (No Child Left Behind, Kentucky Core Content Test, EXPLORE, PLAN, classroom assessments, common unit assessments, attendance, Positive Behavior Intervention Supports) to identify needs to be addressed in the comprehensive district improvement plan. Although district leadership collects an abundant amount of student achievement and non-cognitive data, the data are not always thoroughly analyzed or effectively managed to determine root causes that impede all students from reaching proficiency. District leadership has not developed a clearly defined process that links academic achievement of under-achieving students to decisions regarding planning.

- 7.1f    Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

District leadership encourages school leadership to implement practices for the protection of instructional time and to minimize disruptions in the

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    2**

classroom. The high school council has adopted a policy for the protection of instructional time that includes teacher and principal responsibilities. Although the high school leadership is charged with the responsibility of monitoring teacher adherence to this policy, data do not reflect that these practices are in compliance with the protection of instructional time. A district administrator has recently been assigned to the high school council to serve as a resource, to gather information and solve problems, and to serve as a link between the council and superintendent in an effort to increase communication. District leadership requests school councils forward policies and meeting agenda and minutes to the district office. District leadership checks to determine if all required council policies are adopted but does not have a process to determine if appropriate policy implementation occurs at each school.

- 7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The board of education has adopted policy (Instructional Resources 08.232) that provides school councils with procedures in the allocation of instructional resources. Franklin-Simpson High School is allocated many district and grant resources [assistant principal/curriculum instruction assessment (CIA), school social worker, behavior modification teacher, Title I interventionist teacher, school nurse] to improve student achievement and eliminate barriers to learning. A systematic process has not been developed to consistently monitor resources for the specific purpose of analyzing the impact human, physical and fiscal resources have on sustaining continuous school improvement. The superintendent communicates to principals and school councils the process that outlines how school councils request additional resources. The process includes a needs assessment and a written request to the board of education identifying the need and how the requested resources will impact classroom practices and student performance. The board of education requires principals and their school councils to annually report on progress toward achieving goals outlined in their comprehensive school improvement plans along with a prioritized needs assessment for the following year's allocation. District leadership does not always analyze available data to assess the effectiveness of the infrastructure at Franklin-Simpson High School or collaborate with the high school principal to determine the root cause and solutions for the intent of eliminating barriers to student learning and maintaining intentional focus on continuous school improvement.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    2**

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The board of education has adopted policy (Safety Policy 05.4) and district leadership implements procedures to address immediate and long-term strategies to ensure a safe and orderly learning environment. On October 15, 2009, the Kentucky Center for School Safety conducted an audit on Simpson County Schools. Several deficiencies (school resource officer, supervision throughout campus, access to school) were noted with regard to high school safety. District leadership has addressed the deficiencies at the high school except the issue of two outside doors are not secure. District leadership is aware of the necessity to complete the access to school issue and is currently looking at proximity locks as a way to solve the access problem. The Kentucky Center for Instructional Discipline provided training to all high school staff members, but strategies from this training are not fully implemented at the high school. Kentucky Center for Instructional Discipline strategies are currently used primarily in common areas, but district and school leadership have not ensured consistent application by all staff members. Positive Behavior Intervention Supports audits are conducted quarterly (morning, lunchroom, after school, passing) at each district school. A walkthrough instrument has been developed centered around four schoolwide "look fors" specific to each school. At the high school, these schoolwide expectations are focus, spirit, honor and success. Results from these walkthroughs are shared with district and high school leadership. District leadership provides schools with a Simpson County Schools Emergency Response Plan and all classrooms with a Simpson County Schools Classroom Emergency Procedures Guide. Safety committees are in place at both the district and school levels. District leadership conducts districtwide safety meetings to discuss emergency procedures. District leadership conducts a safety audit one time per semester. Findings from the first report are delivered to the high school, and copies are sent to the superintendent and other members of the safety teams. In the spring, the second safety audit looks for corrections to identified areas from the fall audit. Drill and disaster reports are completed as required and submitted to district leadership.

- 7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The board of education has adopted policy (School Council Policies 02.4241)



# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    2**

requiring school councils to submit all new or revised policies to the board for review. District leadership collects and reviews school council policies to ensure all required policies have been adopted. District leadership is available to provide assistance to school councils on policy review or adoption when requested. District leadership does not take an active role in monitoring the implementation or impact of council policies on student achievement and the effectiveness of bylaws in improving school councils' work.

- 7.1j    There is evidence that the SBDM council has an intentional focus on student academic performance.

On November 22, 2011, district leadership received assignments to serve as school council liaisons. Until this directive was received, district leadership did not attend high school council meetings and did not take an active role in providing assistance. District liaisons are to serve as a resource to principals and school councils in gathering information, assisting with solving problems and serving as a communication link between the school council and superintendent. On November 11, 2010, district leadership hosted an evening meeting where board of education and school council members received information on the new accountability system, discussed SMART goals and shared ideas on how to improve council work. This annual meeting has not yet occurred for the 2011-12 school year.

- 7.1k    There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The superintendent communicates the vision that "Simpson County Schools will become a top-ranked learning community that graduates thoughtful, productive, and caring citizens who are prepared to succeed in a global and ever-changing society". He promotes this vision through his presentations at district, school and community events and through his written publications. He is an active participant serving on a variety of local (Board of Directors for the Franklin Simpson Chamber of Commerce and Franklin Simpson Industrial Authority, Local Superintendents' Advisory Committee) and state (Kentucky Association of School Superintendents Board of Directors, Kentucky Association of School Administrators) organizations and committees. The superintendent expresses the belief that all district leaders, principals and staff members should be accountable for student success and failure and is willing to provide them with the support and training needed to ensure that the district and schools make the progress required to meet state and national

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    2**

student performance goals. Although the superintendent expresses this belief in accountability for improving student achievement, he is not always timely in using corrective action plans as a way to assist district leadership or principals who demonstrate weaknesses that limit their effectiveness as leaders in academic performance, learning environment and efficiency. The superintendent personally evaluates all district leadership and school principals and collaboratively develops their individual professional growth plans. The superintendent uses a four-prong cycle (determines growth areas using the summative evaluation, trains on certified evaluation update and development of individual professional growth plans, follows up to completely develop individual professional growth plans and reviews mid-term progress prior to next summative evaluation) to develop and monitor progress on the individual professional growth plans. The superintendent has not established an organizational structure that ensures consistency in monitoring, implementation and accountability necessary to effectively and efficiently deliver an instructional program that eliminates achievement gaps in the student population and meets performance goals established in district and school improvement plans. The superintendent and district leadership provide multiple opportunities (book studies, Instructional Supervisor Leadership Network monthly meetings through the Green River Regional Educational Cooperative, Instructional Leader Team Meetings, summer retreat) for principals to participate in the training necessary to effectively lead and efficiently manage.

# District Leadership Assessment Summary Report

## Simpson County

School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 7**                **Leadership**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Efficiency**

#### **Standard 7**      **Leadership**

The superintendent should adopt a “No Excuses” policy in creating a sense of urgency for Franklin-Simpson High School to become a high performing school. He should initiate discussions between and among district and school leadership on what it would take for the two entities to work together in making this goal a reality. A focused plan, including short- and long-term goals, should be developed with roles and responsibilities delineated for all district leadership and instructional support personnel and all high school leadership and staff members. All efforts and decisions should be supported by data, and these data should be targeted to move the high school toward achieving proficiency for all students. The superintendent should hold all district and school leadership and school staff members accountable for their roles and responsibilities in improving student performance. He should use the district certified evaluation process to assist district and school leaders who are not delivering their part of the plan.

The superintendent should lead district staff in the development and implementation of a comprehensive and systematic monitoring process for all district initiatives and resources. This monitoring process should be based on commonly understood and clearly communicated measures. District leadership should use this monitoring system to determine the impact of initiatives and resources on the achievement of academic, instructional and organizational goals. Those initiatives and resources that are not working should be eliminated, and those that are making a positive impact on classroom practices and student performance should be supported and continued.

District leadership should immediately define, model and require proficient work from all Franklin-Simpson High School students and school personnel. District leadership, school leadership and the high school council should collaborate to determine a set of non-negotiables (bell-to-bell instruction, learning targets posted and used in each classroom, well developed lesson plans, professional learning community weekly meetings). District leadership should assist school leadership in collecting data to ensure the non-negotiables are used effectively in all classrooms. District leadership should use professional development initiatives (protocol for analyzing student work, John Antonetti strategies, MathPLUS, QualityCore) to model what proficiency should look like for both teachers and students. Meaningful feedback from classroom observations should be immediately discussed with teachers and appropriate follow up and support provided, when needed, in order to lead all teachers in teaching to proficiency. District and school leadership should embrace the belief that all students at the high school can learn at high levels and demonstrate to the community their commitment to this belief. District policies and procedures should reflect high expectations for all staff, student behavior and academic performance. The board of education, superintendent and all district and school staff members should recognize, accept and be held accountable for their role in student success and

failure.

The superintendent in collaboration with all stakeholder groups (board of education, high school principal and school council, certified and classified staff members, parents, students, business and industry leaders and interested community members) should join in an intentional effort to foster a school environment where learning is highly valued and prized. The superintendent should develop a focused plan and then launch an all-out effort to assist all students at the high school in exhibiting college and career readiness and in manifesting pride in academic success for their personal accomplishments and school achievement.

Resources:

O'Hallaron, R. & O'Hallaron, D. (1999). *The Mission Primer: Four Steps to an Effective Mission Statement*. Richmond, VA: Mission Incorporated.

Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 8                      School Organization and Fiscal Resources**

##### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, categorical program financial reports, certified personnel evaluation plan and process, classroom displays, comprehensive district improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, enrollment data, equipment inventory, facility inspection reports, facility work orders, Family Resource Youth Services Center grant proposal, fire marshal reports, Implementation and Impact Checks, individual professional growth plans, Infinite Campus Reports, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, Local Educator Assignment Data Report (LEAD), master school schedule, needs assessment data, newspaper clippings/press releases, organizational charts, professional development records, records of teacher certification/experience, schedule for co-curricular offerings, school budget and allocations, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student academic records, student discipline reports, student handbook, student/teacher ratio, textbook/instructional resources purchasing plans and Title 1 program plan

Interviews with assistant principal, central office staff, classified staff, community members, curriculum resource specialist, district leadership, local board of education members, parents, principal, school council members, students and superintendent

Observations of cafeteria, common areas, hallways and Board of Education

#### **Performance Rating    **3****

8.2a    The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The board of education has policies and district leadership provides procedures to ensure school councils receive funding allocations in a timely and equitable manner. The allocation formula uses attendance projections to distribute resources to the school councils. District leadership makes timely adjustments that reflect changes in average daily attendance from the initial allocation of Section 6 funds to school allocations at the end of second month attendance. District leadership has implemented accounting practices that

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 8                      School Organization and Fiscal Resources**

#### **Performance Rating    3**

require purchase orders to initiate and track all purchases at the district level. School budgets are managed through purchase requisitions, purchase orders and district approved accounting practices. The finance officer provides budget oversight to ensure all district and school expenditures are made according to code and program guidelines. The district budget provides adequate funding to schools for staff, instructional supplies and materials according to the school allocation policy. Each school has received staff above and beyond the minimum required according to the staff allocation formula. District leadership ensures all personnel responsible for the accounting of school activity funds receive annual training in Kentucky's Schools Activities (Redbook). The June 30, 2011, district financial audit revealed no findings in the district accounting system. There are some audit findings in the accounting of school activity accounts at the high school. However, these findings were minor and corrective actions were identified by the district's management letter.

- 8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The Simpson County Board of Education's school council allocations formula is in compliance with 702 KAR 3:246 Section 7 (a), (b), (c), (d). The superintendent communicates to principals and school councils the process that outlines how school councils request Section 7 discretionary funds. The process includes a needs assessment and a written request to the board of education identifying the need and how the requested resources will impact classroom practices and student performance. If the request by the school principal and school council is funded through Section 7 allocations, the school principal is required to provide the board of education evidence of how these resources impacted classroom practices and student achievement. District leadership is responsive to meeting unique needs of schools that require funding beyond the basic allocation. District leadership provides supplemental resources (instructional staff, athletic and academic coaches, curriculum specialists, research-based programs, high school textbooks, technology) to meet specific needs of individual schools.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 8**                      **School Organization and Fiscal Resources**

#### **Performance Rating    2**

- 8.1a    There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Franklin-Simpson High School is allocated many district and grant resources [Assistant Principal/Curriculum Instruction Assessment (CIA), school social worker, behavior modification teacher, Title I interventionist teacher, school nurse] to improve student achievement and eliminate barriers to learning. Cabinet members meet to integrate program services and to eliminate gaps and overlaps in services provided through district programs, federal and state grants and categorical programs. A systematic process is not in place to consistently monitor resources for the specific purpose of analyzing the impact human, physical and fiscal resources have on classroom practices and student achievement. District and high school leadership do not always seek available community resources or establish parent, business and community partnerships that can enhance student learning beyond classroom instruction. District leadership does not always analyze available data to assess the effectiveness of the organizational structure at Franklin-Simpson High School or collaborate with the high school principal to determine the root cause and solutions for the intent of eliminating barriers to student learning.

- 8.1b    The master class schedule reflects all students have access to all the curriculum.

The board of education provides sufficient fiscal and human resources to the Franklin-Simpson High School council to meet the unique learning needs of the student population. Allocations for teachers are based on one teacher for 23 students and support staff [principal, five certified support staff positions and four administrative assistants (two secretaries, a bookkeeper and receptionist)]. Allocation for supplies and materials is based on \$136.61 per projected average daily attendance. The board of education provides additional human and fiscal resources through categorical programs, federal and state grants, textbooks and staffing and operating costs for the Career and Technical Center and multiple coaching and sponsor supplements. The school principal develops a master schedule and ensures all students have access to and are enrolled in the core curriculum. This schedule is submitted to the district office, but district leadership does not usually provide feedback concerning the master schedule.

- 8.1c    The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.



# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 8                      School Organization and Fiscal Resources**

#### **Performance Rating    2**

District and school leadership conduct some discussions concerning effectiveness and efficiency in the organization of staff during cabinet and instructional leadership team meetings. These discussions identify organizational strategies for delivering an instructional program to meet the unique learning needs of each student. However, district and high school leadership do not consistently monitor the organizational structure to measure the impact of strategies on classroom practices and student achievement.

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

District leadership provides training (Kentucky Center for Instructional Discipline, certified evaluation plan) and resources (district code of conduct, instructional rounds, site visits, teacher mentoring) to maximize instructional time for all students. However, district leadership does not hold the high school principal accountable to ensure these resources and learned skills are consistently implemented to improve classroom management and student achievement.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

District leadership provides training (professional learning communities) and opportunities (4.5 extra calendar days, Advance Kentucky Advanced Placement grant, additional personnel) for planning to occur vertically and horizontally. District leadership has not ensured the high school principal manages these common planning opportunities to effectively impact classroom practice and student achievement.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

District leadership supports the high school principal and school council in the

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 8**                      **School Organization and Fiscal Resources**

#### **Performance Rating    2**

design of a six-period trimester schedule and provides ample human resources for the implementation of the schedule to maximize the instructional program and to meet the district and school mission. District and high school leadership do not effectively monitor these resources or hold staff accountable for implementation. The instructional program has not yielded the expected impact on classroom practices or student achievement.

- 8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Board of education policy (District Planning 01.111) requires district leadership to ensure the goals, objectives and action components of the comprehensive district and school improvement plans align with budget and funding sources. District and school leadership establish annual improvement goals for student achievement and for the elimination of achievement gaps within the student population. These goals are identified in the district and school's improvement plans with strategies and fiscal and human resources required for implementation. However, the current organizational structure does not provide the consistency (monitoring for implementation and impact, staff and student accountability) needed to ensure these resources are having the intended impact to assist schools in eliminating achievement gaps and to meet state and federal identified student performance goals. District and school progress toward meeting annual performance goals are reported at public board of education meetings.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

State and federal categorical funds are allocated according to program guidelines to support student learning. These program funds provide required resources for special needs, supplemental materials and support staff for all schools. Some categorical and general funds are integrated to support needs of individual schools and to maximize impact on student achievement. These supplemental funds are used to address identified barriers that impede improvement of individual student performance and school progress. The board of education policy (Program Evaluation 08.5) establishes the expectation for evaluating district programs. District leadership informally

# District Leadership Assessment Summary Report

## Simpson County

School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 8**                      **School Organization and Fiscal Resources**

### **Performance Rating    2**

monitors the use of categorical program funds but does not consistently evaluate the effectiveness of these programs to determine impact on student achievement and to eliminate achievement gaps within the student population. Categorical program directors occasionally collaborate to ensure programs do not overlap or duplicate services.

# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 8**      **School Organization and Fiscal Resources**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Efficiency**

#### **Standard 8      School Organization and Fiscal Resources**

District leadership should review the current organizational structure including allocation of district resources and support to the high school. An intentional focus should be directed toward how these resources can be effectively and consistently used to achieve federal, state and local goals for student achievement. The roles and responsibilities of all staff members should be clearly identified and communicated, and their performance of these responsibilities should be directly tied to the district's personnel evaluation process. A systematic process should be developed for monitoring and evaluating the impact of all district resources in attaining the improvement goals identified in the comprehensive district and high school improvement plans.

District and high school leadership should develop a data management system that ensures reliable data are analyzed and disaggregated. The results of the analysis should be provided to the board of education, school councils and appropriate personnel at all levels and should drive decision making. These data should be used to establish benchmarks and performance goals for school improvement and shared with district stakeholders.

Resources:

Kentucky Association of School Councils - <http://www.kasc.net/>

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School Leadership That Works: From Research To Results. Alexandria, VA: Association for Supervision and Curriculum Development.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 9                      Comprehensive and Effective Planning**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, newspaper clippings/press releases, perception survey results, professional resource materials, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, No Child Left Behind report, Scholastic audit reports, District mission and belief statements, District web site, Teaching, Empowering, Leading and Learning survey, Board of Education meeting minutes and agenda and

Interviews with central office staff, classified staff, community members, district leadership, local board of education members, parents, principal, students, superintendent and teachers

Observations of classrooms, common areas, computer lab, hallways, media center, Board of Education and student work posted

#### **Performance Rating    **3****

9.2a    There is evidence the school/district planning process involves collecting, managing and analyzing data.

District leadership collaborates with school leadership to collect a variety of data to develop the comprehensive district improvement plan. Federal and state assessments (No Child Left Behind, Kentucky Core Content Test, EXPLORE, PLAN, ACT), classroom assessments (QualityCore assessments, learning checks, common unit assessments), surveys (Kentucky Teaching, Empowering, Leading and Learning) and non-cognitive data (attendance, Positive Behavior Intervention Supports, retention rates) are used as a basis for writing goals, objectives, priorities and action steps of the plan.

9.2b    The school/district uses data for school improvement planning.

District leadership collaborates with school leadership to collect a variety of data [federal and state assessments (No Child Left Behind, Kentucky Core Content Test, EXPLORE, PLAN, ACT), classroom assessments (QualityCore assessments, learning checks, common unit assessments), surveys (Kentucky Teaching, Empowering, Leading and Learning) and non-cognitive data (attendance, Positive Behavior Intervention Supports, retention rates)] to

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 9                      Comprehensive and Effective Planning**

#### **Performance Rating    3**

identify needs to be addressed in the comprehensive district improvement plan. Results from the review of data and identified needs are used to develop goals, objectives, priorities and action steps of the comprehensive district improvement plan.

9.3b    The school/district analyzes their students' unique learning needs.

District leadership disaggregates some student achievement data (Measures of Academic Progress, Educational Planning and Assessment System) and uses this information to identify under-achieving student populations (students served by the free and reduced lunch program, African-American students and students with disabilities). The district leadership team uses the results of the disaggregated data to set goals, prioritize resources and create action steps to increase achievement for students in identified gap groups.

9.5a    The action steps for school improvement are aligned with the school improvement goals and objectives.

The goals, objectives and activities of the comprehensive district improvement plan align with the action components targeted in the high school plan. The action components (reducing the achievement gap, culture and climate and student achievement) focus on closing achievement gaps among under-achieving populations (students served by the free and reduced lunch program, African-American students and students with disabilities). District leadership has adopted many research-based programs and curriculum resources to support the high school's efforts in increasing student proficiency. District leadership uses the services of Green River Regional Educational Cooperative to provide research-based programs, training and materials for teacher and administrator professional development.

9.5c    The means for evaluating the effectiveness of the improvement plan are established.

District leadership identifies implementation and impact checks as the method of evaluating progress toward meeting comprehensive district improvement plan goals. Each school council is required to report annually to the board of education progress made toward closing achievement gaps and reaching goals as stated in the comprehensive school improvement plan.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Performance Rating    2**

- 9.1a    There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

The district mission statement, beliefs and board of education goals were developed by representatives from various stakeholder groups (parents, students, community and business members, certified and classified staff, district and school administrators) prior to the hire of the superintendent. Most current district leadership did not participate in the initial development of these statements. The superintendent has integrated his personal vision with board goals and developed a vision statement that has been embraced by board of education members, district and school staff members and the school community. The superintendent shares this vision with all district staff members. He actively promotes the vision to community stakeholders through parent and community presentations and district and community publications.

- 9.3a    School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

District leadership reviews some educational research and references these research-based strategies (QualityCore, Professional Learning Communities, formative and summative assessments, book studies) and programs (Thoughtful Ed, Kentucky Center for Instructional Discipline, Advance Kentucky, Laying the Foundation) offered through Green River Regional Educational Cooperative and other sources in the comprehensive district improvement plan. District leadership identifies these research-based strategies as the vehicle for implementation of district, state and national standards.

- 9.3c    The desired results for student learning are defined.

The comprehensive district improvement plan goals are clear, concise and measureable. Benchmarks to measure student progress throughout the year are not included. The expected impact for strategies and activities is sometimes vague and lacks specificity.

- 9.4a    Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.



# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Performance Rating    2**

District leadership does not always collaborate with school leadership to formally collect, analyze and use data to evaluate instructional and organizational effectiveness throughout the district. Some data (common assessments, classroom assessments, instructional rounds) are collected but are not sufficient to determine instructional effectiveness. Performance data are not consistently used to establish baselines and benchmarks for ongoing comparison and measurement of impact on instructional and organizational effectiveness.

- 9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

The comprehensive district improvement plan goals are generally stated in clear, concise and measureable terms. The goals focus on closing achievement gaps, academic performance and culture and climate. The comprehensive district improvement plan does not include benchmarks for measurement of progress at specific intervals during the school year. District and high school leadership rarely collaborate in development of goals for building and strengthening instructional and organizational effectiveness at Franklin-Simpson High School.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

The timelines established for the action components of the comprehensive district improvement plan are lacking in definitive end dates. Many activities are labeled as continuing and some of the strategies were initiated in 2007. Action components are not always designed to have an immediate impact on student performance. Funding sources for the comprehensive district improvement plan are sufficient and integrated by making use of available state and federal allocations, district general funds and grant awards. Responsibility for action components is linked to a specific person or small group of people identified by role.

- 9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

The action components of the comprehensive district improvement plan reinforce the district's mission and beliefs for student learning. Some

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Performance Rating    2**

strategies included in the plan are research-based (Laying the Foundation, Advance Kentucky, Professional Learning Communities, QualityCore, Antonetti). However, district and school leadership do not ensure these strategies are fully implemented at the high school and are having an impact on improving classroom strategies and student achievement.

9.6a    The plan is implemented as developed.

District leadership provides adequate fiscal and human resources for implementation of the district and school improvement plans. District and school leadership do not always collaborate for effective implementation of the comprehensive school improvement plan. Some district staff members are knowledgeable of district goals included in the comprehensive district improvement plan.

9.6b    The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Some student performance data (Measures of Academic Progress, Educational Planning and Assessment System) are reviewed at intervals throughout the school year to evaluate progress toward meeting the goals and objectives of the comprehensive district improvement plan. However, the comprehensive district improvement plan does not include benchmarks for monitoring student progress. School leadership is required to report progress toward reaching improvement plan goals to the board of education at designated times as required by board policy [School Improvement Plan (SBDM) 02.442].

9.6d    There is evidence of attempts to sustain the commitment to continuous improvement.

Implementation and impact checks are completed three times during the school year. These checks are used to evaluate implementation of the action components of the comprehensive district improvement plan. Impact on classroom practices and student performance is not measured. Although these periodic checks are completed, modifications are rarely made to the initially designed comprehensive district improvement plan.

# District Leadership Assessment Summary Report

## Simpson County

School District

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 9**                      **Comprehensive and Effective Planning**

**Performance Rating    1**

9.6c    The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

District leadership does not collect and review data for the purpose of evaluating the impact of the comprehensive district improvement plan.

# **District Leadership Assessment Summary Report**

## **Simpson County**

**School District**

12/4/2011 - 12/9/2011

Summary Findings in: **Efficiency**

**Standard 9**                      **Comprehensive and Effective Planning**

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

Summary of recommendations in: **Efficiency**

#### **Standard 9      Comprehensive and Effective Planning**

District Leadership should develop a district improvement plan with measureable outcomes for each strategy and definitive timelines. The strategies should focus on closing student achievement gaps. Benchmarks should accompany each goal and be used to guide instructional practices and means for intervention.

District Leadership should ensure that implementation and impact checks are conducted regularly and that quantitative data are used in the measure of effectiveness for all strategies. The comprehensive district improvement plan should be regularly reviewed to identify needed revisions based on emerging data and modifications should be made to the plan in a timely manner.

District and school leadership should communicate and collaborate in development of goals for building and strengthening instructional and organizational effectiveness. Structures should be created to collect and analyze data and use this information to work toward closing achievement gaps.

#### Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/>

Holcomb, E. (2004). Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement. Thousand Oaks, CA: Corwin Press.

# District Leadership Assessment Summary Report

## Simpson County

### School District

12/4/2011 - 12/9/2011

#### **Summary of Next Steps:**

The superintendent should communicate to all staff members and students the urgency of placing student achievement at the high school as the district's top priority and adopt a "No Excuses" policy for getting the job done. He should initiate discussions between and among district and school leadership to determine what steps are necessary for the two entities to work together in making this goal a reality. A focused plan should be developed with roles and responsibilities delineated. District non-negotiables should be defined and communicated to all personnel. This plan should be fully implemented and data should be collected, analyzed and evaluated at regular intervals to measure impact of activities on classroom practices and student achievement.

District leadership should review the current organizational structure including allocation of district resources and support to the high school. An intentional focus should be directed toward how these resources can be effectively and consistently used to achieve federal, state and local goals for student achievement. A systematic process should be developed for monitoring and evaluating the impact of all district resources in attaining the improvement goals identified in the comprehensive district and high school improvement plans.

District leadership should provide opportunities for staff to make connections between instructional practices and student achievement and accept their role in student success and responsibility for student failure. The superintendent should use the district certified evaluation plan as the basis for holding all district and school leadership and school staff members accountable for continuous school improvement.

District leadership should develop a data management system that ensures reliable data are analyzed and disaggregated. The results of the analysis should be provided to the board of education, school councils and appropriate personnel at all levels and should drive decision making. These data should be used to establish benchmarks and performance goals for school improvement and shared with district stakeholders.

District leadership should develop a systematic process for monitoring the implementation and impact of district-initiated programs at the high school. District leadership should set specific goals and expectations and intentionally focus initiatives on research-based strategies. This process should include measures to determine the impact of resources and professional development provided by these initiatives on achieving academic, instructional and organizational goals and to inform decision making regarding the continuation, revision or elimination of these initiatives. District leadership should collaborate with school leadership and all teachers in deciding on programs or initiatives to use at the high school and the professional development necessary to strengthen instructional practices and improve student achievement.

District leadership should view families, community organizations and businesses as valuable resources and continually seek their assistance in implementing programs and services that reduce barriers to learning and increase student achievement. District and school leadership should partner to develop and implement procedures to involve representatives from all stakeholder groups (students, families, business, industry and community members, certified and classified staff) in the educational process (advocates, mentors, tutors, volunteers, committees, advisory groups, decision making). Ongoing discussions should take place to determine the perception these stakeholders have of the school district.

## District Leadership Assessment Summary Report

### Simpson County

#### School District

12/4/2011 - 12/9/2011

#### **In Conclusion:**

The members of the Simpson County District Leadership Assessment Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does have the ability to manage the intervention of Franklin-Simpson High School.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the leadership assessment report for Simpson County School District and Franklin-Simpson High School.

Superintendent, Simpson County Schools

\_\_\_\_\_ Date: \_\_\_\_\_

## District Leadership Assessment Summary Report

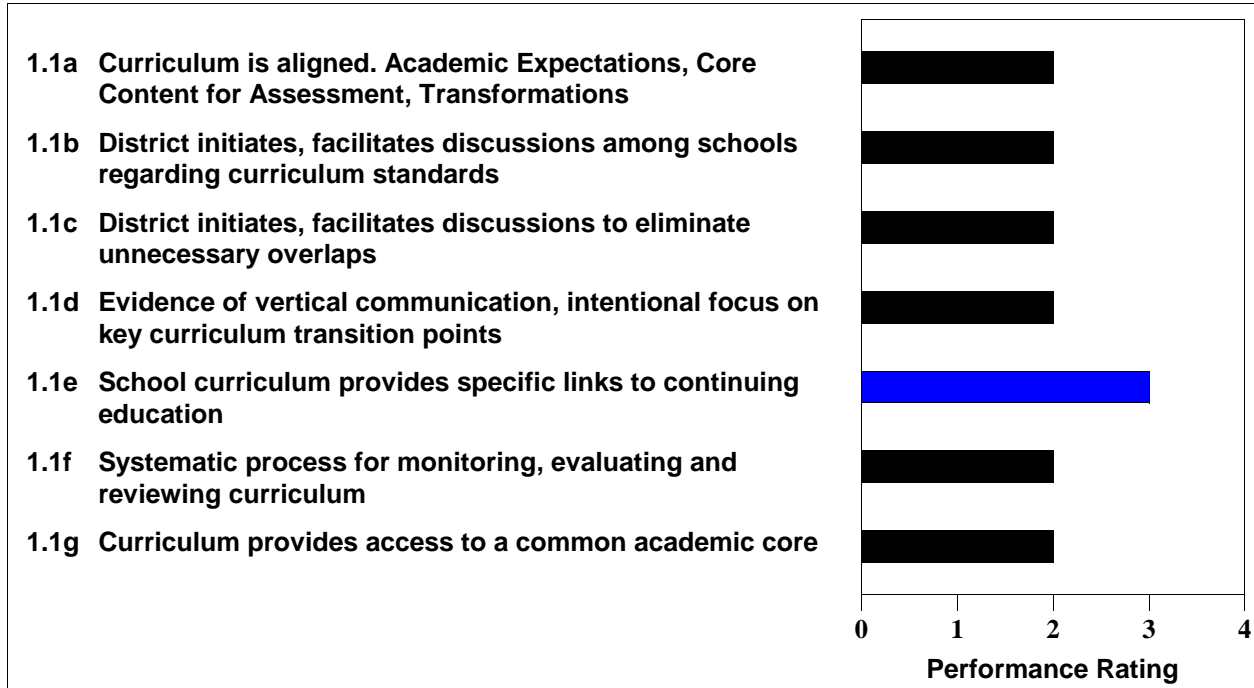
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 1.1 Curriculum

#### Academic Performance





## District Leadership Assessment Summary Report

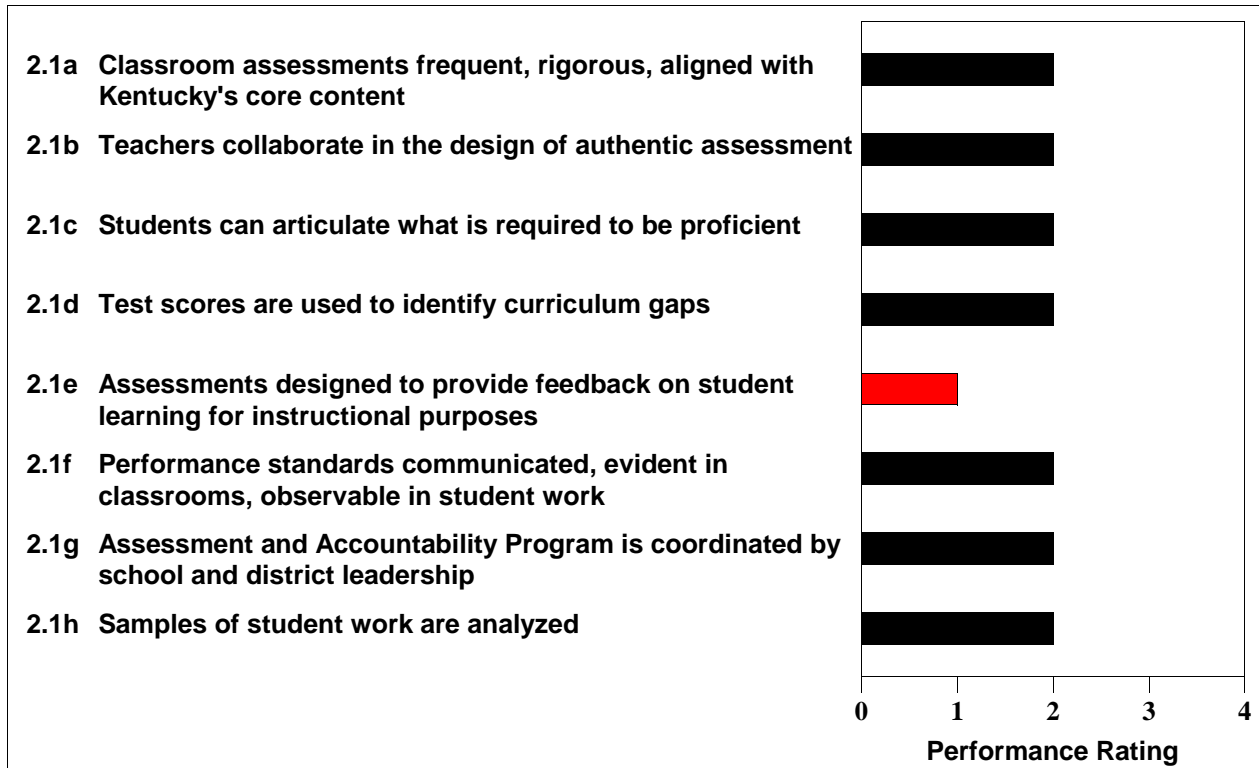
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 2.1 Classroom Evaluation/Assessment

#### Academic Performance



## District Leadership Assessment Summary Report

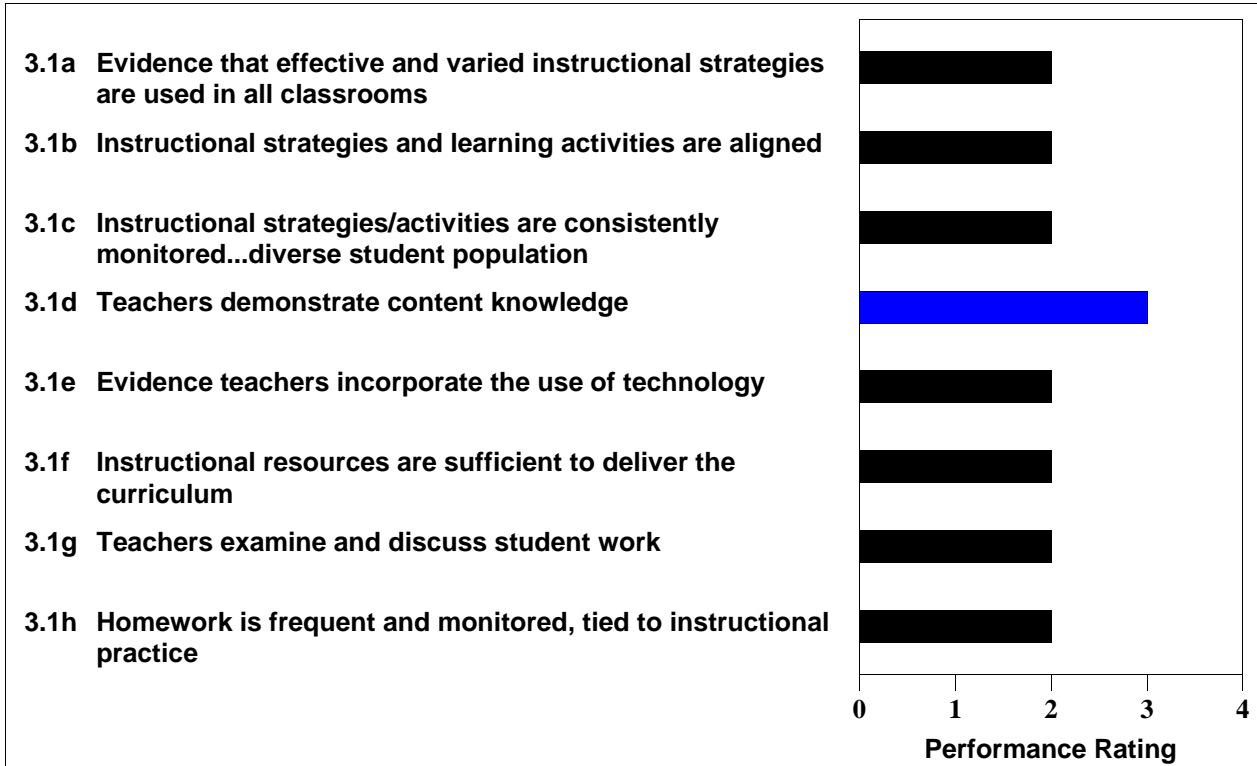
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 3.1 Instruction

#### Academic Performance



## District Leadership Assessment Summary Report

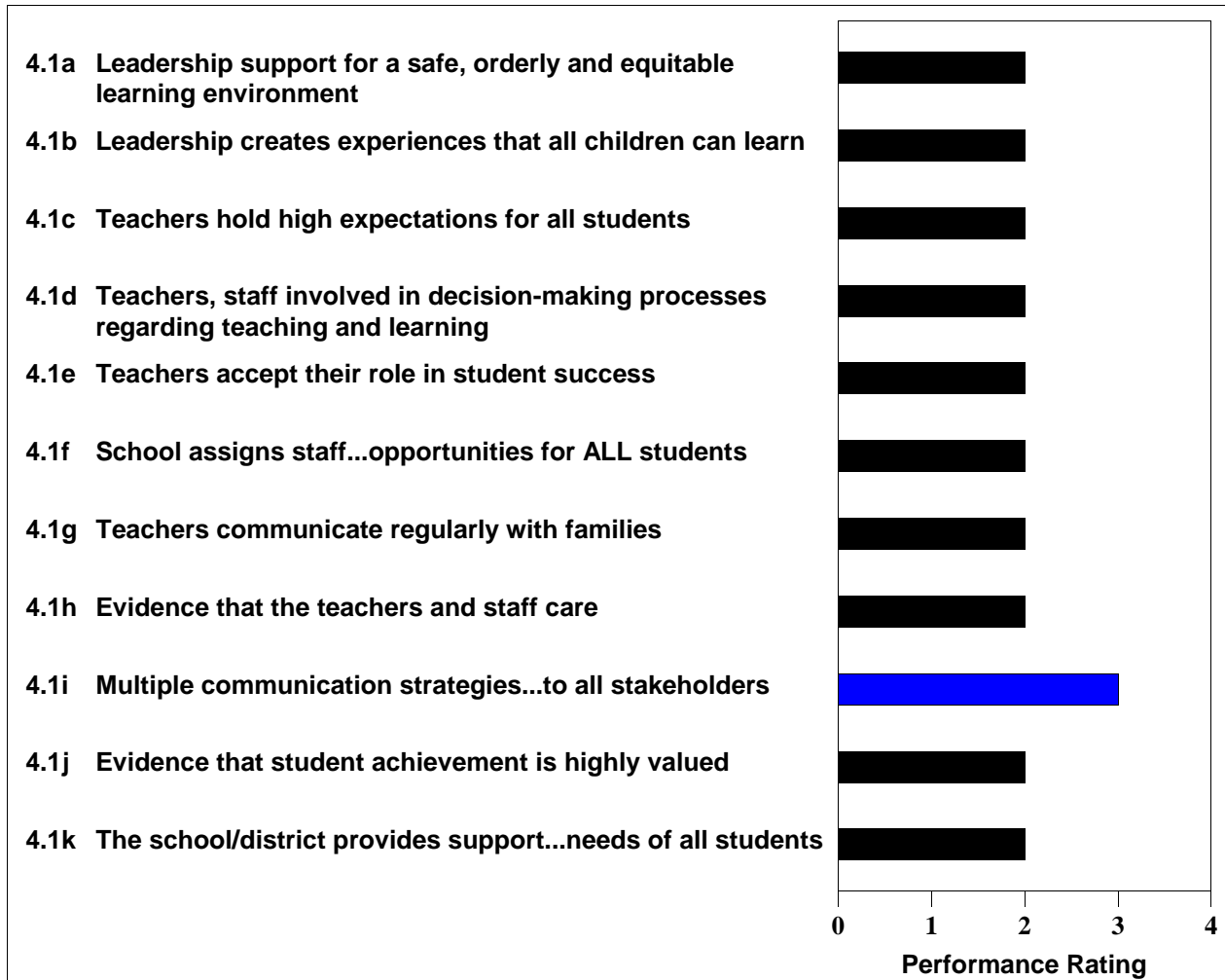
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 4.1 School Culture

#### Learning Environment



## District Leadership Assessment Summary Report

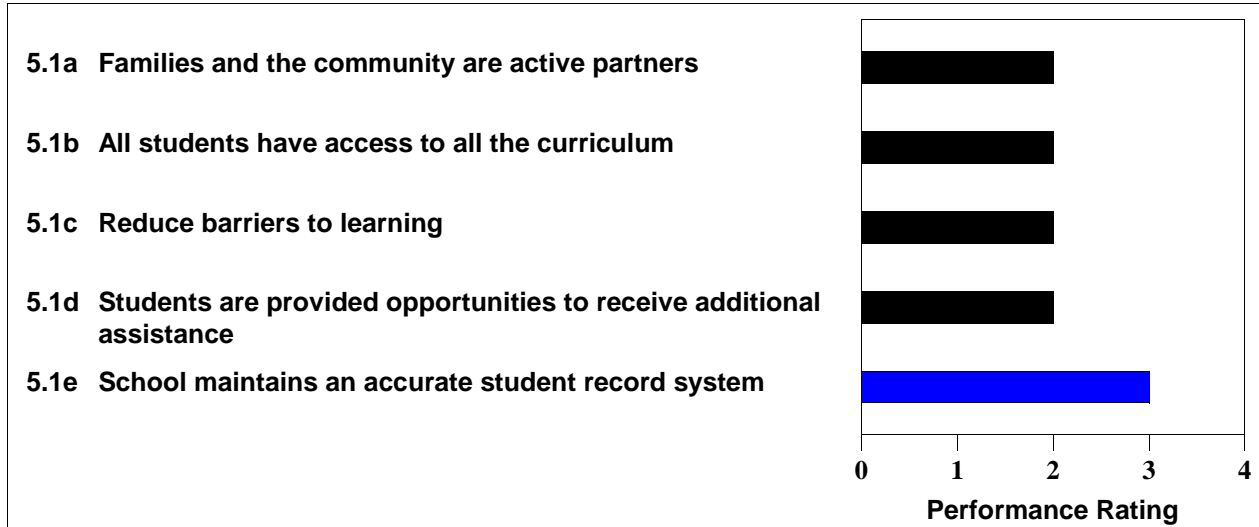
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 5.1 Student, Family and Community Support

#### Learning Environment



## District Leadership Assessment Summary Report

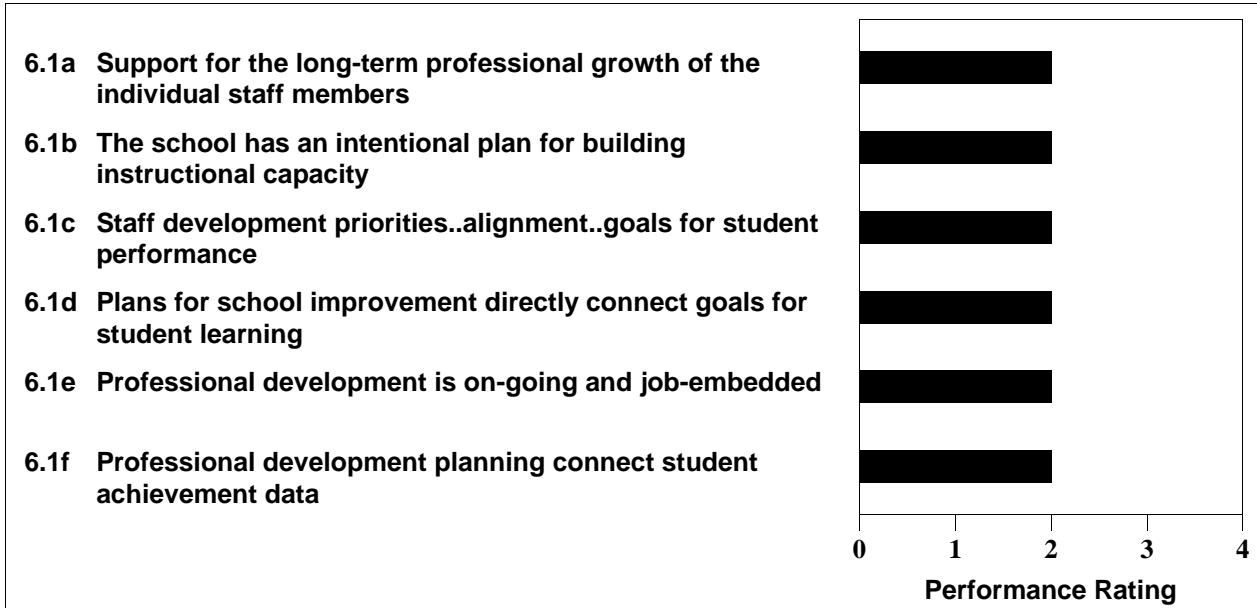
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 6.1 Professional Development

#### Learning Environment



## District Leadership Assessment Summary Report

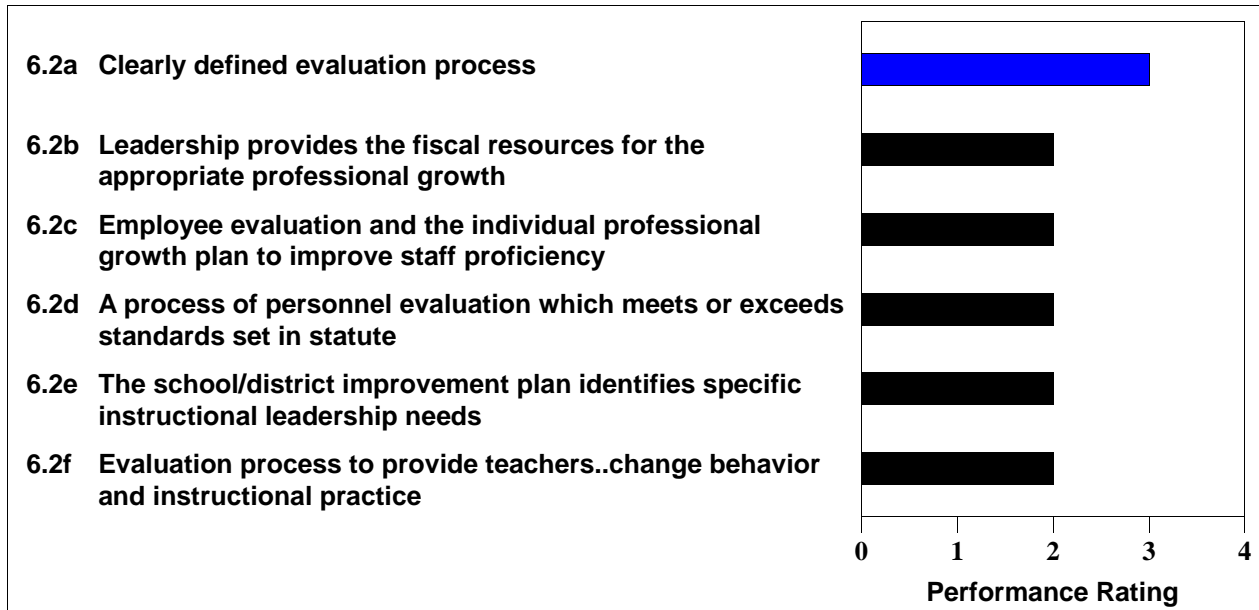
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 6.2 Professional Growth and Evaluation

#### Learning Environment



## District Leadership Assessment Summary Report

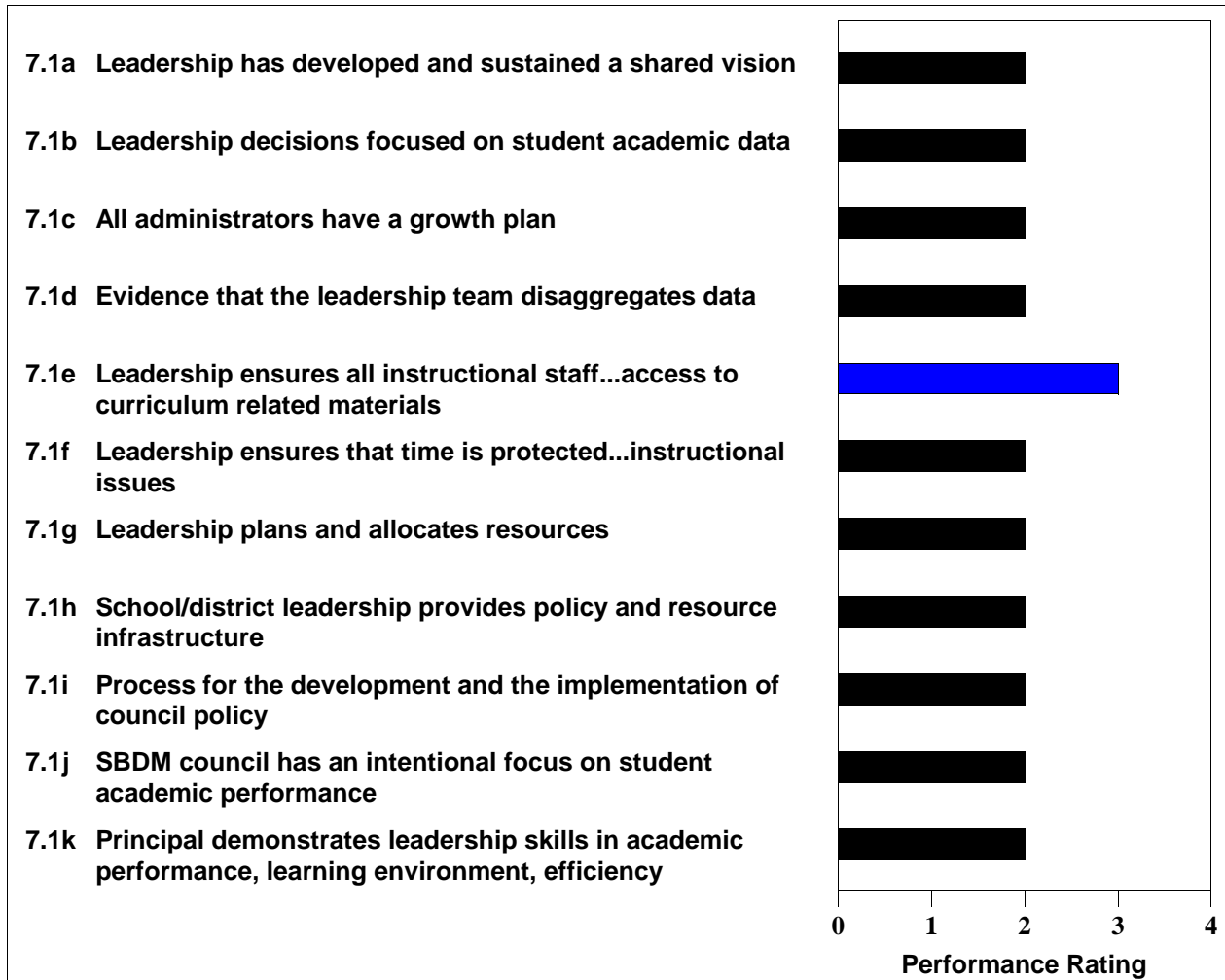
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 7.1 Leadership

Efficiency



## District Leadership Assessment Summary Report

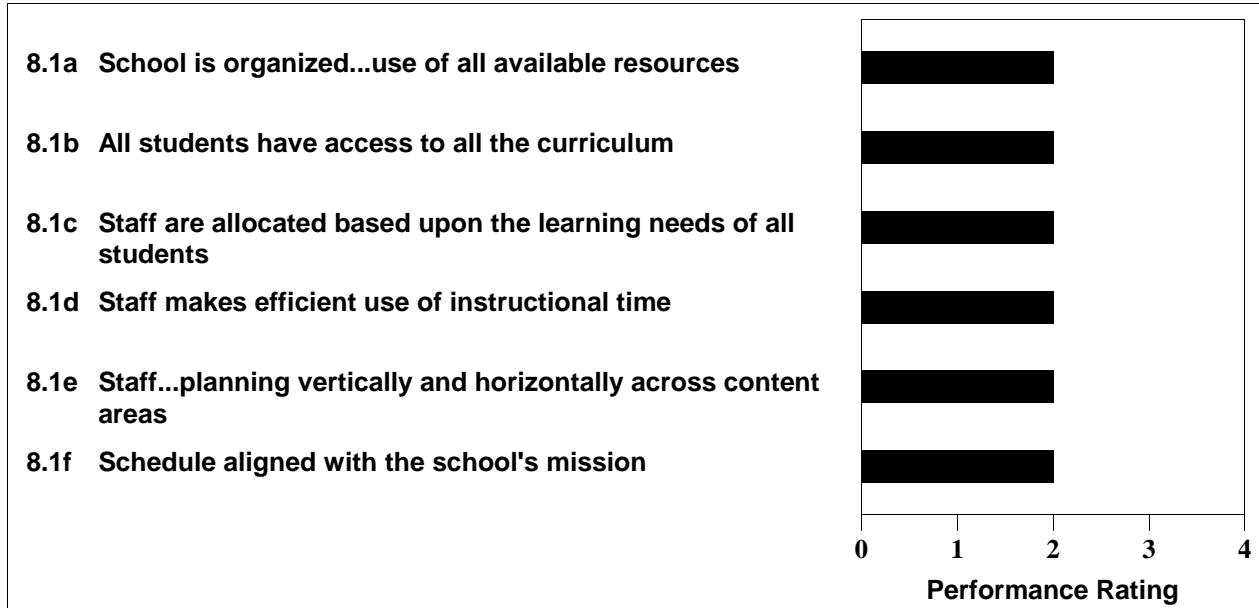
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 8.1 Organization of the School

#### Efficiency





## District Leadership Assessment Summary Report

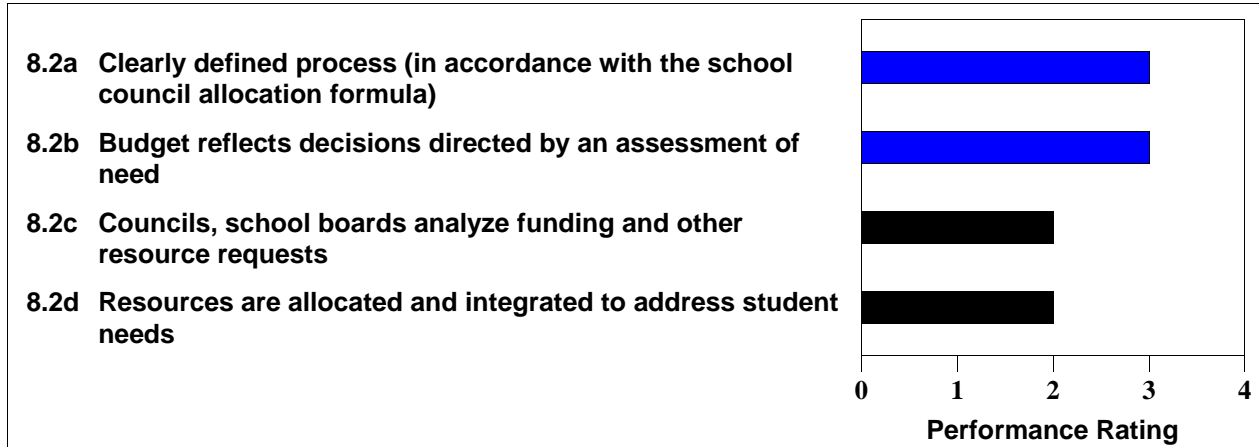
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Simpson County

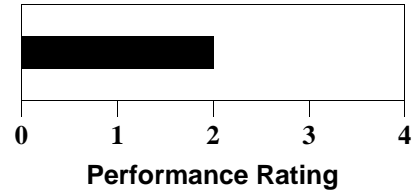
School District

12/4/2011 - 12/9/2011

### 9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



# District Leadership Assessment Summary Report

## Simpson County

School District

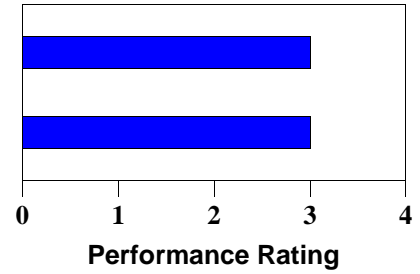
12/4/2011 - 12/9/2011

### 9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning



## District Leadership Assessment Summary Report

### Simpson County

School District

12/4/2011 - 12/9/2011

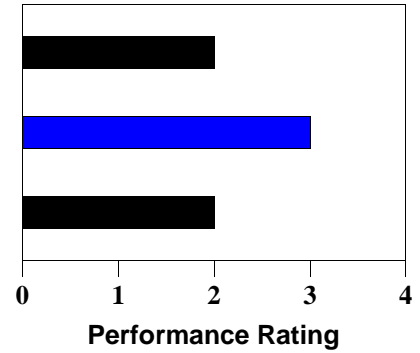
#### 9.3 Defining Desired Results for Student Learning

Efficiency

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



## District Leadership Assessment Summary Report

### Simpson County

School District

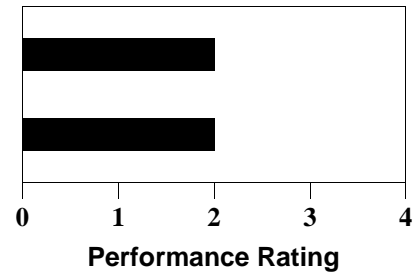
12/4/2011 - 12/9/2011

#### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



## District Leadership Assessment Summary Report

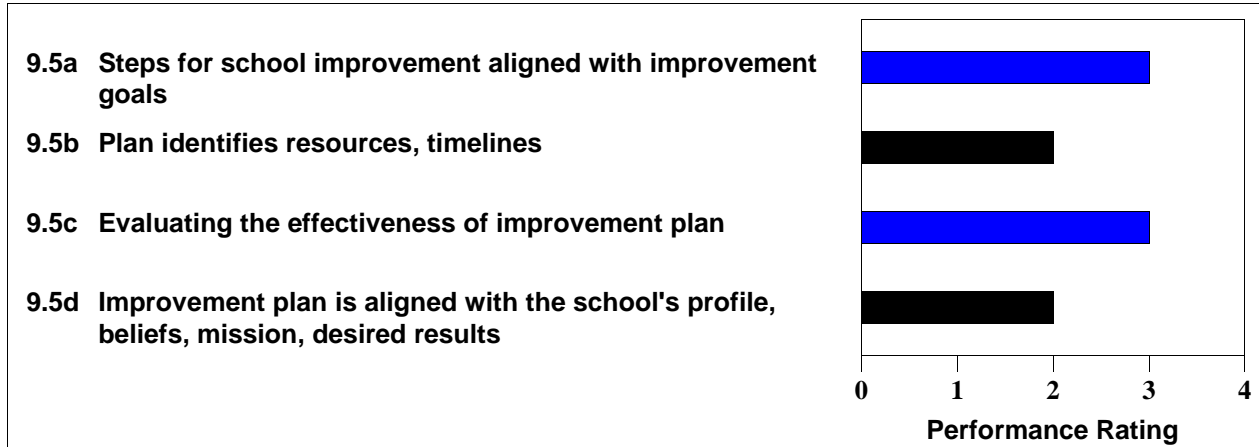
### Simpson County

School District

12/4/2011 - 12/9/2011

#### 9.5 Development of the Improvement Plan

Efficiency



## District Leadership Assessment Summary Report

### Simpson County

School District

12/4/2011 - 12/9/2011

#### 9.6 Implementation and Documentation

Efficiency

